# SELF STUDY REPORT

## FOR

## 3rd CYCLE OF ACCREDITATION

# DAYANANDA SAGAR COLLEGE OF ARTS SCIENCE AND COMMERCE

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Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## January 2018

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Dayananda Sagar College of Arts, Science and Commerce (DSCASC) is part of Dayananda Sagar Institutions established by Mahatma Gandhi Vidya Peetha Trust. It is founded by a visionary educationist Shri Dayananda Sagar with a vision to transform the society with education. Started with a Pre-University College in 1963, the group has grown leaps and bounds.

Dayananda Sagar College of Arts, Science and Commerce was started in 1978 with three courses B.A., B.Com, and B.Sc. The institution earned Grant-in-aid status in the year 1983. It is permanently affiliated to Bangalore University. Today it is offering PG and UG courses in Arts, Commerce, Science, Management and Computer Applications. The college has 940 sanctioned intakes in all courses together and currently having 1734 students on role in different semesters. The college was accorded 2F and 12B status by the UGC in the year 2015.

The institution is highly committed to quality and excellence and offers ICT enabled teaching-learning, well equipped labs, state-of-the-art-library facility, with highly experienced and committed faculty members. The institution was awarded with "A" grade by NAAC in its second cycle and applying for third cycle now. DSCASC quality initiatives are evidenced in Bangalore University examinations of 2016-17 wherein three of our students from MBA, MCA and BCA bagged first, third and sixth ranks. No wonder then, our students are placed in best positions in the premier organizations, pursuing their own ventures, and following their passions.

**Vision**

**To be a center of excellence in education, research & training and to produce citizens with exceptional leadership qualities to serve national and global needs.**

**Mission**

**To achieve our objectives in an environment that enhances creativity, innovation and scholarly pursuits while adhering to our vision.**

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. Highly committed and supportive management which continuously endeavor to achieve quality and excellence in all the domains of the institution.
2. Strategically located campus sitting on a aesthetically developed 29 acres of land which provides highly conducive environment for teaching, learning, curricular and extracurricular activities.
3. Highly efficient laboratories and class rooms well provided with ICT, digital content and the campus with accommodates excellent gym and sports facilities, in-campus hostels, highly efficient and enabled library.

4. The College has well qualified, experienced and competent teaching faculty with more than 50% of them involved in active research. The teaching is student-centric with application to new pedagogical methods for better student participation.
5. Conducive environment for research with access to journals and library facilities. Framework formulated for incentivizing research grants. Focus on skill development of students with MoUs with industry.
6. An Entrepreneurial Development Cell "DERBI" in place with regular events and programs. Exclusive Soft-skill Development Center "CIL" for continuous soft skill development of the students.
7. Access to large pool of industry from varied domains for better placement opportunities.
8. Heterogeneous mixture of students from various parts of the country and abroad. Regular activities conducted by difference cells with students as active members.
9. Active Eco-club in campus pursuing pollution free measures.

**Institutional Weakness**

1. University curriculum offers less flexibility to customize to meet changing market needs as the institution is affiliated to Bangalore University.
2. General and research grants from UGC, AICTE, DST etc., are largely untapped by the institution.
3. Decline in the physical utilization of library facilities by students due to various distractions.
4. Large Alumni of DSCASC is mostly inaccessible and hence underutilized for institutional development.
5. Inadequate measures to track the progression of students to higher education and employability.

**Institutional Opportunity**

1. The Institution can go for autonomous status.
2. Motivating faculty members to pursue research and consultancy work using grants from governmental bodies like UGC, AICTE, DST, etc.
3. Introducing student friendly technology interventions to motivate students in their academic pursuit.
4. To explore MOUs with international institutions and universities for student and faculty exchange programs.
5. More linkages to be established with research bodies to create research environment in the institution.
6. The large network of Alumni Association needs to be leveraged for institutional development.

**Institutional Challenge**

1. To motivate the new young and talented people to pursue teaching career.
2. Motivating newly recruited faculty to pursue research with proper guidance and mentoring.
3. To make students focus on reading books and dedicated devotion towards academics in the modern technological world.
4. To motivate students to develop critical and analytical thinking.
5. Enhance the student support and progression assistance after completion of the course.
6. Kindle the innovative quotient among the young students.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

Dayananda Sagar College of Arts, Science and Commerce is a prestigious College founded in 1978, with a vision "to be a centre of excellence in education, research & training and to produce citizens with exceptional leadership qualities to serve the national and global needs". It is run under Mahatma Gandhi Vidya Peetha (MGVP) Trust, in Bangalore described as the Silicon Valley of India. The founder president Late Shri R Dayananda Sagar has a great vision of providing education to all section of society.

The mission is "to achieve our objectives in an environment that enhances creativity, innovation and scholarly pursuits while adhering to our vision". The Core values that drive the college and support its vision are The Pursuit of Excellence, Fairness, Leadership and Integrity & Transparency.

The first criterion focuses on curriculum planning & implementation, enhancement and feedback system in the College. While academic curriculum and calendar are governed by Bangalore University, curriculum delivery involves make better reflection and continued implementation of academic planning and delivery over a period of time. Careful planning by College precedes the dedicated delivery by the faculty. The insightful implementation of curriculum engages beyond he classroom to innovative teaching practices employing a wide range of instructive methods and edifications to endear to a culturally diverse and intellectually heterogeneous student base. A liberal two-way feedback system ensures enthusiasm in the pedagogy harmonized to be student and learning concentric.

## Teaching-learning and Evaluation

Criterion-2, pertains to 'Teaching-Learning' process. Teaching learning process which is the crux of the educational institution. This criterion covers dimensions of teaching- learning aspect, such as student profile, support to the student community, faculty profile, teaching techniques used, student evaluation methods and methods adopted to sort out student grievances. The institution has IQAC which gives guidance on these dimensions. The institution has well diversified students as twenty percent of the students are from outside state. Each department conducts orientation program to initialize this diversified student group into the college and course. The institution has strong mentor-mentee system called 'Aptamithra', where individual attention is paid to students. Faculty board is strong and diversified as eighty percent of the sanction posts are fulltime faculty and twenty percent of faculty board are from other state. This faculty board is a mix of youth and experience as twenty percent of them are doctorates and use innovative teaching methods to make learning process easy for students. The evaluation of students involves formative as well as summative assessment. Institution adheres to university examination schedule. Students are evaluated on a continual basis through well planned calendar of events and class room activities. Continuous evaluation system helps to identify slow and fast learners and adopt appropriate strategy to engage them. There is a well laid out grievance redressal mechanism for evaluation related issues. Every course is designed to achieve specific outcomes. And based on continuous evaluation of the student, faculty members can also measure the outcomes.

## Research, Innovations and Extension

Dayananda Sagar College of Arts, Science and Commerce motivates its faculty members to actively pursue research. The Institution has formulated a framework for motivation by incentivizing the research through a

manual named **"Change to Excel"**. The institution encourages its staff members and students to present papers in conferences and journals, participate in faculty development programs, to attend workshops and seminars by providing academic leave, providing sponsorships and access to e-resources, etc. The college has to its credit faculty publishing 19 papers in journals and conference publications and more than 30 textbook publications by its faculty members. The college has 5 faculty members as approved research guides, 10 PhD holders and more than 20 faculty members pursuing their research in various disciplines.

The college has been awarded a **Project Grant of Rs. 30 Lakhs** through Vision Group on Science and Technology by Government of Karnataka. The college has created an eco-system for entrepreneurial development by nurturing young talents by establishing "**DERBI Foundation**" which conducts awareness programs, workshops, mentoring young entrepreneurs and providing access to ecosystem players.

The Institution Social Responsibility cell of the college called as DISHAA plays a pivotal role for sensitizing students for social issues and has conducted various programs like Blood Donation Camp, Digital Literacy Initiative, Internet De-addiction, etc. in the neighborhood of the college. The college has entered into 7 MoUs with various agencies for providing skill development among its students.

## Infrastructure and Learning Resources

Dayananda Sagar College of Arts, Sciences and Commerce have held a tenaciously strong position ever since its commencement, not only in meeting, but exceeding, the infrastructure requirement of the campus. The campus is installed with CCTVs around for better surveillance and security purposes. Every year the requirements related to infrastructure maintenance are availed from each department through the Heads of the Department. The IT infrastructures of the institution is equipped with 342 computers and are connected with internet, the classrooms are well equipped with latest teaching aids and audiovisual facilities. The college has well-resourced centralized computer centre to accommodate requirements. Wi-Fi facility is provided to academic and administrative departments. The institution also has the latest versions of scientific and technical software. The Institution has an exclusive Department of EDP, on a periodic basis the EDP team keeps backing up of Data through separate Solid Storage Devices. The institution has the best outdoor and indoor sports facilities for various sports activities.

The Institution's Library is computerized with Library Management System LIBSOFT, catalogued with the 'OPAC' for easy access to book circulation, reference and networked Data Management Interface for e-resources search. Digital library with 23 systems and internet facility is available. Resources such as EBSCO, e-shodhSindhu, online journals, International journals, ebooks and other e resources can be downloaded. Membership from IIMB & British council library are available for both students and faculty. Overall the institution's physical infrastructure is in par with international university standards.

## Student Support and Progression

The College makes sustained efforts in the area of student support so that academic excellence is ensured and the campus life is made more enriching. Student support activities of the college fall into three categories namely - academic, co-curricular, career and placements. College has good strength of students from diverse backgrounds and categories. Students are encouraged to participate in various national and international cultural activities and sports. The college organizes the inter-college cultural fest to encourage the students to showcase their leadership and organizational skills. Centre for Innovation and Leadership (CIL) imparts skills to the

students for their overall growth through various training programs. There is a placement and career guidance cell called Vrithi and Pranithi which co-ordinates all the placement activities of the college. It has a full time placement officer who coordinates the placement activities. Other than this, each department has separate faculty coordinator for placement activities, who will take care of pre-placement activities like group discussions/mock interviews etc., for students. It has consistently maintained excellent recruitment record. Students receive scholarships from Government of Karnataka. The student's grievances are addressed through Student Grievance Redressal cell called Samraksha. Anti-Ragging cell called Prabhala creates an environment which is free of ragging. Prevention of Sexual Harassment Cell Prerana is vigilant in actively preventing sexual harassment of any kind. Slow learners are identified through the internal assessment test and they are supported through remedial classes and extra coaching classes. Alumni association of the college holds alumni meets on a regular basis.

## Governance, Leadership and Management

- The College has vibrant vision, mission, goals and objectives in line with the objectives of Higher Education by reflecting the quality parameters, inculcation of values and aiming at excellence in local and national development.
- The leadership of the institute believes in participative management and strives to bring in excellence by structured organizational system with the involvement of all the stakeholders.
- Leaders at various levels from the Principal to the student leaders decentralized the power and responsibilities in drafting policies, strategic planning, decision making, executing, monitoring and evaluating the practices for organizational development and effective management.
- The perspective plans are developed to achieve the objectives of the Programmes. The academic and administrative activities are designed and carried out in agreement with the policies and the strategic plans to obtain desired outcome.
- Eligible faculty members are recruited by adhering to government norms and their competence is upgraded through faculty enrichment programmes. Faculty performance appraisal is aided by feedback mechanism and implemented every year. Appropriate welfare schemes available for the teaching and the non-teaching staff.
- Financial resources are mobilized and also utilized as per the managements' policy. Being largely self-funded because of the courses in grant-in-aid mode, tuition fee is the main source of funding. Efforts also made to mobilize resources through external and internal funding sources.
- IQAC takes the initiative and conducts regular meetings with the internal and external members to enhance and assure quality in all the endeavors of the college.

## Institutional Values and Best Practices

DSCASC believes that social and environmental care is the moral responsibility of an institution and is firmly devoted to its institutional responsibilities. It felicitates transformative change in the community.

Environmental survey done by the **Eco Club-'PRAKRUTHI'** highlights the perception, awareness and actions towards the elements of environment. Invited talks by Environmentalist from 'Edulanes' have motivated our faculties and students to create a 'SEED Community Club' to promote social work and social development initiatives among the society.

Criterion gives a clear picture of liquid, solid waste management ,rain water harvesting and use of solar energy in the campus. Total expenditure on green initiatives and waste management excluding salary component during the last five years is 20,10,000 Rs.

The criterion explains the direction and activities done by DSCASC towards sensitivity and sustainability to the environment. It also shows the activities conducted towards the gender sensitivity and equity in association with the **Women Empowerment and Prevention of Sexual Harassment Cell 'PRERANA'.** It was set up to train girl students, faculties, and needy women of society in general to acquire wide range of skills and knowledge to develop their social, economic and intellectual capacities.

The criterion is concluded with the detail of best practices and series of activities conducted regarding community engagement program of DSCASC in association with **Institutional Social Responsibility Cell DISHAA.** Thus DSCASC undertakes its Institutional Social Responsibility as an integral part of its existence and has been working towards individual, community and national development over the years.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | DAYANANDA SAGAR COLLEGE OF ARTS SCIENCE AND COMMERCE |
| Address | SHAVIGE MALLESHWARA HILLS, KUMARASWAMY LAYOUT |
| City | BENGALURU |
| State | Karnataka |
| Pin | 560078 |
| Website | www.dayanandasagar.edu |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Nagaraj Shenoy | 080-26662226 | 9886812130 | 080-26660789 | principal-dscasc@dayanandasagar.edu |
| IQAC / CIQA coordinator | Gurunath R | 080-42161737 | 9945496722 | 080-26665462 | gurunath@dayanandasagar.edu |

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

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

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

| Establishment Details |
| --- |

| Date of establishment of the college | 31-08-1978 |
|---|---|

| **University to which the college is affiliated/ or which governs the college (if it is a constituent college)** | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Karnataka | Bangalore University | [View Document](#) |

| **Details of UGC recognition** | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 05-11-2015 | [View Document](#) |
| 12B of UGC | 05-11-2015 | [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 | | | | |

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

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | SHAVIGE MALLESHWARA HILLS, KUMARASWAMY LAYOUT | Urban | 29 | 14524.8 |

# 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 | BSc,Department Of Bsc | 36 | PUC | English | 72 | 23 |
| UG | BCom,Department Of Bcom | 36 | PUC | English | 300 | 183 |
| UG | BBA,Department Of Bba | 36 | PUC | English | 180 | 114 |
| UG | BCA,Department Of Bca | 36 | PUC | English | 120 | 107 |
| PG | MCA,Department Of Mca | 36 | DEGREE | English | 60 | 28 |
| PG | MBA,Department Of Mba | 24 | DEGREE | English | 180 | 171 |
| PG | MCom,Department Of Mcom | 24 | DEGREE | English | 40 | 26 |

**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 | | | | 2 | | | | 10 |
| Recruited | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 | 1 | 0 | 3 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 7 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 | | | | 4 | | | | 49 |
| Recruited | 1 | 3 | 0 | 4 | 3 | 1 | 0 | 4 | 12 | 35 | 0 | 47 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 2 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 12 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 9 |
| Recruited | 5 | 4 | 0 | 9 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 2 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 1 | 2 | 0 | 2 | 0 | 0 | 2 | 1 | 0 | 8 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 12 |
| PG | 0 | 0 | 0 | 2 | 2 | 0 | 11 | 24 | 0 | 39 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 13 | 26 | 0 | 39 |

**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 | 207 | 83 | 3 | 1 | 294 |
| | Female | 116 | 16 | 1 | 0 | 133 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 114 | 13 | 0 | 0 | 127 |
| | Female | 94 | 3 | 0 | 1 | 98 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| **Provide the Following Details of Students admitted to the College During the last four Academic Years** | | | | | |
|---|---|---|---|---|---|
| **Programme** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 31 | 36 | 82 | 32 |
| | Female | 11 | 17 | 17 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 15 | 25 | 9 | 9 |
| | Female | 4 | 6 | 2 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 179 | 148 | 166 | 185 |
| | Female | 71 | 61 | 108 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 448 | 411 | 225 | 223 |
| | Female | 166 | 240 | 158 | 108 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 6 | 0 | 7 | 5 |
| | Female | 2 | 0 | 3 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 933 | 944 | 777 | 605 |

# Extended Profile

## 1 Program

**1.1**

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

**Response: 1965**

**1.2**

**Number of self-financed Programs offered by college**

**Response: 7**

**1.3**

**Number of new programmes introduced in the college during the last five years**

**Response: 0**

## 2 Students

**2.1**

**Number of students year-wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1716    | 1948    | 2298    | 2396    | 2498    |

**2.2**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 170     | 200     | 200     | 195     | 195     |

**2.3**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 678 | 681 | 674 | 793 | 736 |

**2.4**

**Total number of outgoing / final year students**

**Response: 3562**

# 3 Teachers

**3.1**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 97 | 118 | 132 | 132 | 120 |

**3.2**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 62 | 69 | 85 | 88 | 95 |

**3.3**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 86 | 97 | 115 | 120 | 120 |

**3.4**

**Total experience of full-time teachers**

**Response: 627**

**3.5**

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

23-08-2022 01:34:30

**Response: 2**

**3.6**

**Number of full time teachers worked in the institution during the last 5 years**

**Response: 143**

# 4 Institution

**4.1**

**Total number of classrooms and seminar halls**

**Response: 43**

**4.2**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 238.31  | 229.41  | 249.13  | 257.65  | 299     |

**4.3**

 **Number of computers**

**Response: 342**

**4.4**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response: 0.3845**

**4.5**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response: 0.013305**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

**Curriculum Planning and Implementation**

Dayananda Sagar College follows curriculum provided by Bangalore University. The IQAC of the College is very effective in executing the action plans for effective implementation of the curriculum. The IQAC, HODs & various Committees adopt the following strategy:

- HODs & IQAC members prepare an academic calendar of events covering various academic and non-academic activities for entire semester. This includes lecture hours, curriculum delivery and other co-curricular activities to be conducted during the semester.

  HODs allocate the subjects as per the syllabi among the faculty

  members of the respective department.

- All faculty members are given work diaries in which they prepare lesson plan for the semester which is scrutinized by the HODs & the Principal before the commencement of classes
- Periodic meetings are conducted to review the action plans.

Bangalore University gives training for all faculty members for the newly introduced Choice Based Credit System (CBCS) for the UG and PG courses. University also makes provision for the appointment of teachers as BoE and Textbook Committee members. Faculty members also enrich themselves by attending Orientation Programs, Seminars, and Conferences.

**Initiatives taken for effective curriculum delivery**

- The college encourages teachers to prepare Lesson Plans which provide space for not only planning the lessons, but make note of effective classroom strategies to be adopted, time allocation, etc.
- Guest Lectures are arranged to supplement the curriculum
- Well provided library and Inflibnet facility also ensure opportunities for effective curriculum delivery
- Student Centric teaching-learning methods are used by the teachers for effective curriculum delivery mechanism. (Peer-teaching, peer-learning, classroom quiz, group presentations, seminars etc)

- Teachers feedback through discussions in the Departments is put across in the syllabus related Workshops and faculty take an active part in framing, modifying & implementation of the university syllabi of the degree courses.
- Student feedback on learning, teaching and curriculum forms a component of a system for quality improvement, quality assurance and
- reward & recognition of teaching quality.

It contributes to:

○ Confirming to students and the stakeholders that the college is committed to the achievement and maintenance of effective teaching and learning.
○ Providing a basis for individual and collaborative critical reflection on teaching and curriculum.
○ Identifying aspects of teaching and curriculum that are successful examples of effective practice, present opportunities for enhancement or require development.

Informing strategic development of learning and teaching capacity across the college.

**Examples of effective implementation of curriculum**

- **Hands on Training -** The Students are made aware of the curriculum through practical experience
- **Internship -** Projects provide exposure to students
- **Industrial Visits / Group Activities -** Academic and Industrial Linkage benefits the students to gain hands-on experience of how industry operations are executed, bridge the gap between theoretical training and practical learning in a real-life environment. It enhances interpersonal and communication skills.
- **FDP -** The competence of staff members are enhanced by means of different FDPs conducted by Professional Development Committee.

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 3

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of the certificate/Diploma programs | [View Document](#) |

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 5.01

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Details of participation of teachers in various bodies | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 0

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

| File Description | Document |
|------------------|----------|
| Details of the new courses introduced | [View Document](#) |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

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

Response: 7

| File Description | Document |
|------------------|----------|
| Name of the programs in which CBCS is implemented | [View Document](#) |

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

**Response:** 68.17

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1045 | 1360 | 1706 | 1563 | 1765 |

| File Description | Document |
|------------------|----------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Response:**

The Courses which address Gender, Environment & Sustainability, Human Values and Professional Ethics are as follows:

1. Gender: B.Com, BBM, M.Com and MBA

2. Environment & Sustainability: B.Com, BBM, B.Sc., M.Sc., BCA, MCA and M.Com

3. Human Values & Professional Ethics: B.Com, BBM, BCA, M.Com and MBA

**The list of core courses or titles of the Subjects are as follows:**

| Sl. No. | Gender | Environment | Human Values | Professional Ethics | |
|---------|--------|-------------|--------------|---------------------|---|
| 1. | Organizational Behaviour | Marketing & Consumer Value | Organizational Behaviour | Accounting | |
| 2. | Human Capital Management | Innovation Management | Consumer Behaviour | Managerial Research Methods | |
| 3. | Industrial Employee Relations | Business Environment | International HRM | Entrepreneurial Development | |
| 4. | Constitution of India & Human Rights | Environmental Studies | Personality Development | Business Ethics | |

| 5. | | Science & Society | Human Resource Mgt. | Corporate Governance |
| | NIL | | | |
| 6. | | | Industrial Employee Relations | |
| | NIL | NIL | | NIL |

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

**Response:** 12

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 12

| File Description | Document |
| --- | --- |
| Details of the value-added courses imparting transferable and life skills | [View Document](#) |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 14.34

1.3.3.1 Number of students undertaking field projects or internships

Response: 246

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

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise**

**Response:** A.Any 4 of the above

**1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** C. Feedback collected and analysed

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 8.9

2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 109 | 169 | 202 | 242 | 264 |

| File Description | Document |
|------------------|----------|
| List of students (other states and countries) | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 52.96

2.1.2.1 Number of students admitted year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 721 | 756 | 947 | 924 | 935 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1012 | 1412 | 2024 | 2014 | 1974 |

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

### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 84.46

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 143     | 179     | 162     | 195     | 132     |

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

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

**UG (B.Com, BBA, BCA)**

- Once students are admitted to the course they are assessed for their learning capability. This assessment happens at two levels. Once before they start their academic classes and later on continuous basis.
- First level of assessment is based on 12th results.Students with CGPA higher than 8 are categorized as advanced learners and the remaining as slow learners. This assessment helps in designing bridge course. The contents of the bridge course are influenced by this assessment.
- Later students are assessed on continual basis by subject faculty based on the student participation in academics, class activities, class tests and internal tests.
- Based on this assessment facultycategorises students as fast learners and slow learner. This categorization is used by faculties in making groups for group activities in the classand to pay attention to slow learners while teaching.
- JIGSAW teaching techniques are specifically designed and assigned to the groups with a good mix of slow and advanced learners.

- LMS (Learning Management System) CANVAS keeps faculty and students connected for knowledge development.  This system is followed by BCA faculty members to check on the learning activity of students.
- INFOGRAPHICS is introduced by BCA department. The subject teachers select the topics and assign the task to the students to make an attractive INFOGRAPHICS.  These posters are posted in the classroom which helps the slow learners to learn and remember the concept more quickly.
- Academically advanced learners are guided for paper presentations, given challenging topics for presentations, they are made group leaders where they are responsible to support slow learners.
- Remedial classes are conducted for slow learners; they are given internal improvement exams.

**PG (MBA, MCA, M.Com)**

- At post-graduation level students are assessed at two levels. Once before their course commences and next on continual basis.
- Before course commences these students are assessed based on their scores in undergraduate course, PGCET ranks (if applicable) and a test before commencement of orientation programme.
- Based on this input orientation course is designed. Orientation programme is good combination of theory classes and games.
- Throughout the course faculty members evaluate the students based on their participation in class activity.
- Advance learners are encouraged to take up assignments such as technical paper presentation, poster presentation, to be coordinator for the events, leader for the group activities, they also get to be member of student committee, cultural committee, sports committee etc.
- Academically advanced learners are guided for taking up add on certificate courses in collaboration with leading industries to name a few.
- Mentoring helps slow learners in expressing difficulties faced by them. Based on this feedback they are offered remedial classes, English classes and any other support required for academic performance.

Groups are made by faculty members for group activity. This group is combination of slow, average and advanced learners. Such activities help in creating challenge for the advance learners and develops a support peer group for slow and average learners.

**2.2.2 Student - Full time teacher  ratio**

**Response:** 27.68

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

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

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

## 2.3 Teaching- Learning Process

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

**Response:**

The College strongly believes that the curriculum delivery should be innovative, participative and effective. Hence the faculty is oriented to involve students in all classroom proceedings. These classroom sessions are organized by faculty members in such a manner that it has elements of experiential learning, participative learning and problem solving. This keeps students engaged in the class and makes learning process enjoyable. The method adopted depends on various courses and it varies from course to course. Based on students' participation level, faculty plans various activities for the students so that they would be encouraged to go beyond the syllabus and be connected to current happening in their respective fields.

Classroom based experiential learning can take a multitude of forms, including role-playing, games, case studies, simulations, presentations, and various types of group work. Technology has been extensively used in teaching but not in total exclusion of lecture method, because of the critical importance of human contact which provides a nurturing environment for effective learning.

**Experiential learning**

Experience makes students learn and understand concepts in most convincing manner. To bring this experience based learning faculty members mix their theory session with following activities:

- Role play
- Internship
- Field work
- Industrial visit
- Use of audio visual
- Exhibitions
- Mini projects,

**Participative Learning**

Student participation in learning process is most important aspect in 'teaching-learning process'. Once student participation leads to owning the subject by the student and this leads to knowledge/skill acquisition by the student. Faculty members take up following activities to promote student participation:

- Project work
- Seminars
- Workshops
- Assignments
- Presentations

- Lectures by experts from industry
- Paper presentation
- Blended Learning wherein online learning is facilitated by instructors.
- LMS like *canvas* were used to provide the students with supplementary course material and interactions.
- Debates
- Quiz
- Peer teaching
- Group discussion

**Problem solving Methodologies**

Problem solving promotes critical and innovative thinking capability among students. These capabilities play important role in student's professional life. Faculty members incorporate such activities in their curriculum delivery. Such activities are:

- Case study
- Activity based learning.
- Editorials

Faculty members plan these activities based on the subject and topic covered in the class. Faculty member also recognizes that all the students do not have same learning capability, therefore specifically slow learners are monitored closely by faculty members. Support is also provided through the mentors and student peer group.

As a result of this students have come out with technical papers, presented papers in the conferences, conducted management fest, participated in many management fests and winning the events, edited a newsletter 'Prasiddhi' published by BCA/MCA department, developed website, developed ad campaigns, participated in various club activities, have done poster presentation, taken up certification courses to enhance their skills, to name a few.

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 24.19

2.3.2.1 Number of teachers using ICT

Response: 15

| File Description | Document |
| --- | --- |
| List of teachers (using ICT for teaching) | View Document |

**2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 28.6

2.3.3.1 Number of mentors

Response: 60

| File Description | Document |
| --- | --- |
| Year wise list of number of students, full time teachers and students to mentor ratio | View Document |

## 2.3.4 Innovation and creativity in teaching-learning

**Response:**

The institution looks at the course holistically and teaching learning processes are planned for the whole course.

At the beginning of the course, orientation program is conducted for the students. The orientation programs are designed at department level, keeping in mind the unique needs and features of the course. Usually it covers college and university guidelines, revision of the concepts which they might have learned earlier and some general inputs which would help students through their course, such as cash management, time management, communication, business etiquette and so on.

As per IQAC recommendation appropriate activities are planned and incorporated while delivering the course, which help students to actively engagethroughout curriculum delivery. Following are the various activities incorporated by the faculty members.

- Usually faculty members begin activities in first semester with Quiz, Live demonstrations, Educational games, Student presentations, Theme specific collage.
- Following are the activities taken up by the faculty members from second semester onwards.
  - Mind maps
  - Cross words,
  - New product / service development including concept development,
  - Case study discussion,
  - Movie screening,
  - Debates,
  - Group discussions,
  - Ad development – lay out, copy writing, designing.
  - Mock parliament,
  - Field trips and Industrial visits

- To improve learning capability of slow learners two approaches are adopted. One, provide support through mentor and second through peer group. Students are given group presentation or activity. These groups are made in such a manner that it is a good combination of slow, average and advanced learners. Advance learners help slow learners in understanding concepts and support in executing the activity.
- Opportunity is provided to slow learners to improve their academic performance by conducting remedial classes and internal improvement examinations.
- To create interest and deepen understanding of concepts among students, following activities are undertaken
  - Technical paper presentation
  - Students give seminars on advanced topics
  - Coding competition
  - Website development
- Club based activities are being conducted for students. Such clubs are managed by the students with a faculty member acting as mentor.
- Experiential learning through research projects, surveys and Internships.
- Student learning is supplemented with add-on certificate courses and workshops.
- For students' overall development, co-curricular activities are also planned for eg. Poster presentation on the theme 'Go Green' to sensitize students regarding environment and pollution.
- All these activities go hand in hand with the theory classes. College has strong mentor- mentee system, which helps faculty members to understand how a student is coping with the curriculum delivery. During such sessions slow learners and advance learners are identified. It helps in catering to student's individual needs.
- Students have access to virtual labs, digital library, NPTEL courses. This helps students to get add-on information on the subjects and understand recent trends in the industry.

- LMS CANVAS is implemented by teachers in BCA department to attain in-depth knowledge in the subject and to improve their programming skills by asking the students to solve the assignments on a daily basis.

## 2.4 Teacher Profile and Quality

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

**Response:** 73.93

| File Description | Document |
| --- | --- |
| Year wise full time teachers and sanctioned posts for 5 years | [View Document](#) |

**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**

**Response:** 11.57

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 9 | 9 | 9 |

| File Description | Document |
|------------------|----------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | [View Document](#) |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 10.11

| File Description | Document |
|------------------|----------|
| List of Teachers including their PAN, designation,dept and experience details | [View Document](#) |

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 17.2

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 18 | 18 | 19 | 18 | 18 |

| File Description | Document |
|------------------|----------|
| List of full time teachers from other state and state from which qualifying degree was obtained | [View Document](#) |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

Students are assessed on continuous basis. For each subject, evaluation is against hundred marks. Out of these hundred marks, thirty marks are for internal assessment. The internal assessment marks scored by student is based on the Continuous Internal Evaluation.

Internal assessment has three components:

1. Internal tests
2. Attendance
3. Assignments, class participation

**Internal test**

Generally, two internal tests are conducted. It is the responsibility of the internal examination committee to conduct the test. Each department has examination committee, composed of Director/HOD and two faculty members. This committee is responsible for planning exam dates, making exam time table, making invigilation schedule, seating arrangement, getting question papers ready, get appropriate stationery required for the test, maintain discipline during the exam and collect answer booklets and get the evaluation done.

Examination committee also notifies format for the question paper. All faculty members need to submit two question papers for their paper. It is the committee which selects one question paper out of these. Faculty members are selected for the examination committee on rotation basis.

**Attendance**

As per University guidelines all the students need to maintain a minimum of 75% of attendance. College has implemented e-governance and all the faculty members need to update e-governance on daily basis. Periodically attendance status is generated and students having shortage of attendance are counselled.

**Assignments, activities and class participation**

IQAC has given the guidance to all the departments to focus on activity based learning to improve the teaching learning process. Based on this guidance faculty members plan activities appropriate for their subject. Faculty members give assignments to students. To complete these assignments students are expected to refer various text books and any other relevant material. Activities cover presentations, quiz, group discussion, role play, surprise test on certain topic/concept, and so on. Faculty member need to meticulously maintain the record of the activities and its evaluation.

Based on these three components internal assessment marks are calculated. Besides these, student's participation in intercollegiate events such as sports, fests etc are also considered for internal assessment. Internal assessment marks are displayed on the notice board.

During the semester students meet their mentors at least two times. Mentor maintains mentees' records on his/her academic as well as co-curricular activities. In case student is lagging academically or not participating in events, mentor would counsel the student and if need arises arrange for remedial classes. Department also conducts parent-teacher meeting. This helps in developing better understanding between primary stakeholder – parent and college. Parents are updated on the student's overall performance.

The college has audit committee. It is the role of this audit committee to audit each department's records as to ensure all faculty members have followed due academic process and to check whether guidelines issued by IQAC to improve the quality of teaching are followed.

**2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**

**Response:**

**Mechanism of internal assessment for UG courses (B.Com, B.B.A., and B.C.A)**

Thirty marks are assigned for internal assessment by University. Guidelines for calculating these internal assessment is given by university; it is as follows –

1. For 20 marks evaluation should be based on the internal test.
2. For 5 marks evaluation should be based on skill development
3. For 5 marks evaluation should be based on the attendance.

**Internal test** – College needs to conduct two internal tests and average of the same is calculated

**Skill development** – skill development exercises are provided in the syllabus for each subject. The student is required to prepare/work out the concerned exercise in a Record Book maintained by him/her and shall submit it to the faculty concerned at least 15 days before the last date of the semester.

**Attendance** – matrix for calculating marks for attendance is given below:

75% to 80%=02 marks

81% to 85%=03 marks

86% to 90%=04 marks

91% to 100%=05 marks

**Mechanism of internal assessment for MBA degree (day) course**

Internal assessment will be done for 30 marks. Following is the guidelines given by the Bangalore University in this regard:

| I AND II SEMESTERS | MARKS | III & IV SEMESTER | MARKS |
|---|---|---|---|
| Attendance | 5 | Attendance | 5 |
| Two internal tests*(one announced & one surprise)* | 10 | One internal test *(surprise)* | 5 |
| Assignment | | | |
| Presentation | | | |
| | 5 | Case Study Preparation | 10 |
| Books/Journal article review | 5 | Mini Project | 10 |
| | 5 | | |
| **Total** | **30** | **Total** | **30** |

| % of Attendance | Marks |
|-----------------|-------|
| 75 - 79 % | 1 |
| 80 - 84 % | 2 |
| 85 - 89 % | 3 |
| 90 – 94% | 4 |
| 95 + | 5 |

**Mechanism of internal assessment for M.Com course**

Each candidate in M. Com degree course internal assessment will done for 30 marks. Following are the guidelines given by the Bangalore University in this regard:

In case of theory papers the various components of internal assessment will be as follows:

a) Assignment – 5 Marks

b) Presentations – 5 marks

c) Internal Test – 20 Marks

At least one week prior to the last working day, I.A. marks secured by the candidates shall be displayed on the notice board.

The college will adhere to the regulations given by Bangalore University. Besides this college will also adhere to the guidelines given by IQAC. Wherever University has stated assignments, presentation, skill development, it is elaborated by IQAC to cover various activities to enhance quality of education in the college. These activities are monitored by departmental heads and validated by audit committee.

**All the students are made aware regarding the evaluation during orientation program, it is part of the syllabus copy provided to them, each teacher in their respective classes repeat the information, the same information is also given to parents when they come to college for parent – teacher meeting. Students would be informed regarding the marks they secure in tests, seminars, presentations and assignment as internal assessment marks are calculated based on these parameters.**

**2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

**Response:**

**Mechanism to deal with Examination grievances is transparent, time- bound and efficient:**

Institution has created a mechanism for redressal of students' grievances related to academic matters such as assessment, attendance, charging of fees, conducting of Examination, marks cards issue, name correction, result withheld / not announced, mal practice, re-valuation, request for photo copy of answer scripts, queries on Internal marks and Degree certificate etc. Grievance Redressal Committee at the Institute and University level are responsible to deal with the grievances of the students. The details of these committees are furnished below:

**Students Grievance Redressal Committee at Institute level:**

1. Principal
2. Director  & HOD

**University Level Committee:** For college one point contact for grievances is Registrar evaluation

**Examination grievance is transparent:**

- To ensure transparency, students are given the option for getting the photocopies of their answer sheets of the end semester examination along with marks scored.
- There is a system of re-checking and re-evaluation of answer scripts for redressal of grievance regarding evaluation.
- The re-evaluation branch    takes care of cases for re-evaluation of answer scripts of applying candidates.
- Students are given general instructions regarding the evaluation methods. Beside this these instructions would be read in the class-room and displayed on the notice board.
- Dummy numbering system is followed during the evaluation to ensure confidentiality. Since all answer scripts are evaluated in Bangalore University campus, confidentiality is maintained.
- There is an Examination disciplinary committee to examine and decide the cases of malpractices in Bangalore University.

**Examination grievances are Time-bound and efficient:**

- An aggrieved student who has the Grievance or Grievances at the Institute level shall make an application first to the Principal with a copy to the Registrar (Evaluation) of Bangalore University. The Head of the Committee, after verifying the facts, will try to redress the grievance within a reasonable time, preferably within a week of the receipt of application of the student.

- If the student is not satisfied with the redressal offered at the institutional level committee, he/she can submit an appeal to the University level committee within a week from the date of receipt of decision with the relevant details. The papers will be processed by the Office of the Principal to the Office of the Registrar, Bangalore University.

- The University level Committee shall consider the appeal of the student and make appropriate recommendations to the Registrar (Evaluation) within a reasonable time, preferably within 15 days. On approval by the Registrar (Evaluation), the final decision shall be communicated to the students.

- The University level Committee, if needed, may recommend to the Registrar (Evaluation) necessary corrective action as it may deem fit, to ensure avoidance of recurrence of similar grievance at any of the Institute under the University.
  While dealing with the complaint, the Committee at all levels shall observe law of natural justice and hear the complainant.

- While passing an order on any Grievance at any level, the relevant provisions of the Act/Regulations would be kept in mind.

## 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

**Response:**

- Academic year odd semesters commence in the month of June and semesters will wind up in the month of October. Even semesters commence in the month of January and wind up in the month of May.

- Beginning of the semester Calendar of events is prepared department wise to incorporate unique needs of the course. The objective is to plan all the activities and events for the semester appropriate for the course.

- Each department prepares their own Calendar of events for odd and even semester.It generally covers following-

Centre for Innovation and Learning (CIL) training sessions, first and second internal tests, parent – teacher meeting, various cell activities such as literary events, cultural events, sports events, lectures from eminent personalities from industry, date submission of internal assessment marks to university, orientation for project, dates for student council meeting, industry visit, industrial tour and end with University examination dates.

- CIL training sessions are focused on imparting soft skills and placement training and it covers topics such as 'Personal Effectiveness', 'Interpersonal Skills' 'working in Teams' etc.

- The above activities are common for both semesters but in case of odd semester there would be provision for inauguration of the new semester and schedule for orientation and bridge course. In case of even semester there would be provision for mock-viva for the final semester students.

- Well planned activities helps in incorporating all events and activities in a semester.This is made available to faculty members to assist in executing the events and activities. It helps them to make their micro-level plans. It also helps in sequencing activities in appropriate manner and avoid clash of events in a department by optimum utilization of the limited resources such as auditorium, playground area, etc. Based on this master schedule, internal test schedule, invigilation schedule, schedule for submission of internal test papers to internal test committee, submission of test scores to internal test committee is prepared.

• Calendar of Events helps the students to decide and participate in various events.

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

| MCA/BCA | COs | **CO1:** The curriculum prepares students for a career in software industry students with the latest revolution in technology. <br><br> **CO2:** The program aims to educate students in Computer Science Technology with emphasis on hands-on practical training in software deve <br><br> **CO3:** creates the ability to design a computer application by cons constraints such as safety, security and applicability <br><br> **CO4:** Prepares the students to work professionally pertaining to ethics and cyber regulations. |
|---|---|---|
| | POs | **PO1:** To work effectively both as an individual and a team leader on projects. <br><br> **PO2:** Inculcates the ability to analyze, identify, formulate and de applications using modern computing tools and techniques. <br><br> **PO3:** Improves communication skills so that they can effectively p information in oral and written reports <br><br> **PO4:** Prepares to create design innovative methodologies for solving problems for the betterment of the society. <br><br> **PO5:** To integrate ethics and values in designing computer application. |
| | PSOs | **PSO1:** To prepare graduates who will have a successful professional ca industry, government, academia, research, and other areas where computer deployed. <br><br> **PSO2:** To become a software entrepreneur. <br><br> **PSO3:** To promote the use of open source technology. <br><br> **PSO4:** To prepare broadly educated, ethical and responsible citizens. |

| MCOM: | COs | CO1: To mouldcompetent and matured administrators and business profes |
| | | CO2: It has the inbuilt spirit to bring out the real talents of aspirants thro structured syllabi. |
| | | CO3: To impart to the Students, professional education and training in v business and its environment. |
| | | CO4: To provide opportunities to develop managerial and analytical skills the challenges of business at the national and global level. |
| | POs | PO1: Acquire in-depth knowledge and expertise in commerce and mana and principles and practices. |
| | | PO2: The students will be in a position to get the employment in fun Banking, Insurance, Accounting, Taxation, Corporate Law. |
| | | PO3: Students will be able to use computer based software in are Accounting and Taxation. |
| | | PO4: Develop the ability to work as a team member and a team leader wit personal andcommunication towards pursuing professional skills. |
| | | PO5 :Develop an inclination towards courses such as CA/ CFA/ CS/CMA |
| | PSOs | PSO1: To enrich the knowledge to face the challenges of the job mark accounting and finance. |
| | | PSO2: Creates the ability to analyze andunderstand the business and information and how to use accounting systems to control the business ope |
| | | PSO3: To acquire skills to use statistical techniques for analysis of working on live projects |
| MBA | COs | CO1: helps you exploit proven management strategies and adapt them to |
| | | CO2: strengthen business knowledge and critical decision-making sk organization. |
| | | CO3: prepares students in the functional areas of business allowing managerial skills necessary to be effective in a rapidly changing business e |
| | | CO4: The program echoes current research of managerial competen graduate business standards. |
| | | CO5: building leadership qualities and help students understand how they conduct in a typical corporate environment. |

| | | |
|---|---|---|
| | | **CO6:** The students are also exposed to live projects which are evaluated understand the rigor of corporate life. **CO7:** To demonstrate an integrated understanding of key concepts, techn in one or more fields of business practice **CO8:** Case studies, Group discussion, Students presentations, Class tests, to develop and enhance the conceptual and analytical skill which prepare face the challenges of corporate world. |
| | **POs** | **PO1:** Apply their and skills and knowledge torecognize and solve busines **PO2:** Develop the skills to identify and develop business strategies. **PO3:** Learn to work and lead effectively in a team-based environment. **PO4:** communicate effectively and demonstrate critical thinking skills. **PO5:**Evaluate and integrate diverse, multicultural perspectives and ethic when making business decisions |
| | **PSOs** | **PSO1: Develop analytical skills, data management and problem-s order to support management decision-making.** **PSO2: Develop leadership and team membership skills needed for c implementing organizational activities.** **PSO3:** Understand global perspectives and get an awareness of how cul impact businesses. |
| **BBA/BCOM** | **COs** | **CO1:** Trains the students by Project based and applied learning **CO2:** Teaches Leadership Qualities **CO3:** Entrepreneurship Development **CO4:** Corporate Live Projects **CO5:** Project Internship **CO6:** Business Plan Competition/Team work **CO7:** Exposure to CSR Project-Internship |
| | **POs** | **PO1:** Students will have an exposure towards complex commerce problem **PO2:** In-depth understanding of various commerce functions such as acc |

| | | |
|---|---|---|
| | | project evaluation, and cost accounting and Financial analysis.<br><br>**PO3:** Learn to apply ethical and legal principles to a business environment<br><br>**PO4:** Capability to do independent research in business-related issues<br><br>**PO5:** Gain global business perspective |
| | **PSOs** | **PSO1:** Understanding of business concepts and apply the skills and k organization.<br><br>**PSO2:** Learn how to operate successfully in a continuously ch environment<br><br>**PSO3:**Inculcate knowledge to analyze a business, identify its strengths and determine the scope for improvement |

**Description of Mechanism of Communication**

The staff and students are made aware of the learning outcomes of the college in the following manner:

- The university sends the syllabus which also clearly states the expected learning outcomes.
- The learning objectives are conveyed to the students during class room interactions.
- We conduct department wise faculty meetings to discuss and review the teaching plans.
- Each department analyses the results of individual subjects to evaluate the performance of the students.

Each department has various Clubs comprising of faculty members and students which motivates the students to organize and conduct various events which enhances their organizing skills, leadership qualities, managerial skills etc.

**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

**For UG Courses:-**

**BCA:-**

The Program Outcomes are measured by the number of students getting placed in the organizations; it is also measured by the results of the students.

The Program Specific Outcomes are measured by the Laboratory Sessions for the respective subjects and group projects in fifth semester and final semester.

The course objectives are measured by regular activities like seminars, presentations, Workshops, case study analysis and other activities conducted in the department.

**B.Com/B.B.M:-**

The Program Outcomes are measured by the number of students getting placed in the organizations; it is also measured by the results of the students.

The Program Specific Outcomes for B.Com are measured by the students getting placed from either accounts specialization or finance specialization, for B.B.M for finance, marketing or HR specialization; it is also measured by the live projects the students take up.

The course outcomes are measured by activities like seminars, co-curricular and extra-curricular activities conducted in the department.

**For PG Courses:---**

**MBA:-**

The Program Outcomes are measured by the number of students getting placed in the organizations; it is also measured by the results of the students, and by Co-Curricular activities conducted in the department.

The Program Specific Outcomes are measured by the number of students getting placed in the organizations of their respective specialization - Finance, Marketing and HR. This is also measured with the help of case study analysis conducted in the classes, Live Projects and Major projects in Final Year.

The course objectives are measured by regular activities like seminars, presentations, debate sessions, business events and activities, paper presentations, organizing departmental fest etc.

**MCA:-**

The Program Outcomes are measured by the number of students getting placed in the organizations; it is also measured by the results of the students.

The Program Specific Outcomes are measured by the Laboratory Sessions for the respective subjects and group projects in fifth semester and individual projects in final semester.

The course objectives are measured by regular activities like seminars, presentations, workshops, case study analysis and other activities conducted in the department.

**M.Com:-**

The Program Outcomes and Program Specific Outcomes are measured by the results of the students, Regular Internal Assessments, surprise tests.

The course objectives are measured by regular activities like seminars, presentations, Business Activities and case study analysis conducted in the department.

**The level of attainment of POs, PSOs and Cos:-**

The level of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes in the above mentioned methods are primarily measured by,

Placement Analysis conducted for all the departments

Result analysis conducted which includes the internal assessment; assessment conducted for presentations, seminars and other extra-curricular and co-curricular activities.

It is also analyzed by the projects students take up as part of the curriculum during the final year of the program.

**2.6.3 Average pass percentage of Students**

**Response:** 87.81

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

Response: 605

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

Response: 689

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

## 2.7 Student Satisfaction Survey

| **2.7.1 Online student satisfaction survey regarding teaching learning process** | |
|---|---|
| **Response:** 2.76 | |
| **File Description** | **Document** |
| Database of all currently enrolled students | View Document |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0.69

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| .69     | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document](View Document) |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 3.23

3.1.2.1 Number of teachers recognised as research guides

Response: 02

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

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.03

3.1.3.1 Number of research projects  funded by government and non-government agencies during the last five years

Response: 1

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | [View Document](#) |
| List of research projects and funding details | [View Document](#) |
| Funding agency website URL | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

**Dayananda Sagar Entrepreneurship Research & Business Incubation Foundation (DERBI)**

The Dayananda Sagar Institution has had 38 entrepreneurs and wants to focus on research consultancy, an area where it is thought weak. "Medium, small and micro enterprises (MSME) is an area we want to tap for consultancy. On the entrepreneurship front, we've now set up the Dayananda Sagar Entrepreneurship Research and Business Incubation (DERBI) Foundation to support student entrepreneurs.

**Our Vision**

To build DERBI as a world class Incubation center for the ignited minds by providing them state of art technology support and business wisdom.

**Our Mission**

To be among the top incubation centers in India with special emphasis on mentoring and scaling young technology companies.

**Our Strategic Imperatives**

- Attract high quality ventures for incubation
- Leverage DERBI's Strength for the startups to leapfrog
- Mentoring to create significant impact on the venture
- Open up access to Ecosystem Players

Programs Conducted :

- *Golden Jubilee Year Of Ni-Msme In Service Of MSME*

Training Of Trainers in Entrepreneurship Development-The programme was about entrepreneurial movement in the country and the constant efforts of **NI-MSME** in promoting entrepreneurship across the globe. It included activities like competency mapping, Team building, Communication and Leadership

exercises in Motivational Laboratory.

- *Title: Kick-Starting the Entrepreneurial Campus*

Kick-starting the Entrepreneurial Campus equips faculty members to run engaging and valuable entrepreneurship programs – programs that go beyond generating awareness and begin developing key skills and knowledge.

- *Workshop for Aspiring Entrepreneurs :" Building Technology Ventures"*

The objective of the course was to help student participants understand how to successfully commercialize innovations and to transform their idea into a business venture.

- *Building Intellectual Capacity at Academic Institutes*

The course equips you to enable and manage your student innovation, what it takes to create innovation, what it takes to protect innovation, how to manage technology transfer, what it takes to leverage innovation, knowledge of IP Process,how to file for IP including the costs and the tools used in IP.

- *Patent Search Workshop for students and faculty*

The event helped the students understand several issues related to patents, copyrights, trademarks etc and the experts handled question related to specific projects.

- *Promoting Start Up Entrepreneurs*

The participants were asked to identify target market, the problems the customer faces that the idea addresses and the ways they were going to price and market their idea.

- *Technology Commercialization Workshop*

The workshop was specifically targeted towards students working on Innovative Projects / Products on technology. There were students from various college across the State participating in the event.

- *Lean Startup Program*

8 weeks intensive program to check idea feasibility and customer feedback for IEDC Selected projects and innovative ideas across campuses.

- *Entrepreneurship Awareness Camp*

These Events included Opportunities for Entrepreneurs with Family Business & Effective Communication for building family Business

- *Wadhwani Center of Excellence For Student Venture Program*

This is a platform designed to engage & mentor student entrepreneurs. With objective guidance and mentoring by qualified and experienced mentors, student enterprises have better chances of succeeding.

| File Description | Document |
| --- | --- |
| Link for Additional Information | [View Document](#) |

**3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**

**Response:** 2

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 2 | 0 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| Report of the event | [View Document](#) |
| List of workshops/seminars during the last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** No

| File Description | Document |
| --- | --- |
| List of Awardees and Award details | View Document |

## 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

| File Description | Document |
| --- | --- |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |

## 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.04

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 7 | 4 | 1 | 1 | 3 |

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

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

**Response:** 0.08

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 6 | 6 | 7 | 8 | 5 |

| File Description | Document |
|---|---|
| List books and chapters in edited volumes / books published | [View Document](#) |

## 3.4 Extension Activities

**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

**Response:**

**Digital Literacy**

The Institution Social Responsibility Cell has conducted workshop in the neighborhood schools and colleges in digital literacy. The need was sensed as most of the students were to apply online for various courses. The students are instrumental in spreading the knowledge on digital payments, which had a high impact during Demonetization. Our students took an active part in data collection camp, pertaining to the Digital India Initiative.

**Internet De-addiction**

The Institution Social Responsibility Cell has initiated and conducted seminars on Internet De-addiction which is a generic social problem among the adolescent students. The target group was the PUC students and created awareness on the positive and negative impacts of internet usage. Internet de-addiction was a major topic of the training.

**Soft Skills Training**

The Institution Social Responsibility Cell continuously involved in soft skills training for a below poverty school in its purview. Under the scheme the Department of Computer Applications adopted a school by name Sri Annamma Devi Vidya Mandir, which is a trust run school which has strength of 350 students belonging to lower middle class families. The faculty member along with the students have been engaging classes/Training programs for these students to improve their communication skills, body language, memory management and improvement skills, public speaking skills etc.

DSCASC students' participation at **'Pinkathon- Run to lead'**: 15 girl students and 2 faculty members participated in 10 km Marathon titled "Pinkathon- Run to lead" organized at Kanteerva Stadium on 7th April,2013 from 6.00 am – 10.30 am.

**Women's Cancer Initiative**-Tata Memorial Hospital and prominent event management company, Maximus Events, led by avid runner and fitness enthusiast – Milind Soman along with Reema Sanghavi, announced India's first ever 10km run for women named "Pinkathon – Run to Lead", in Bangalore, with an aim to spread awareness on breast cancer and educate people about the causes and prevention of this hugely under-publicized ailment.

**Adoption of Ramana Maharshi Academy for the Blind**. Donated Cash, Play Equipments, Blind

Braille Slates, Water Filter, Blankets, White Canes to Ramana Maharshi Academy for the Blind.

**Green Army Environment**- ECO-CLUB has conducted many events like planting of tree saplings in the college premises and motivated the students by organizing competitions like collage, essay writing related to environmental issues. Students are motivated to take active role in nature conservation. The club has created awareness, build attitudes and help students to take up activities emphasizing on the concepts of 'No Plastic and Polythene' in the campus. The club initiated various activities on 'clean and green consciousnesses among students through various innovative methods.

**NSS Unit:** The NSS Unit of college regularly conducts the social awareness and camps on cleanliness and hygiene among the general public in the college surrounding. The Unit also conducted a NSS camp at Shivanahalli, Jigani Taluk, Bangalore Rural District. The camp was divided into four groups to undertake the work of vermi compost, check-dam, road and tank cleaning. The camp was held during 16-3-2015 to 24-03-2015. The college received an amount of Rs. 22500.00 from Bangalore University for the same.

**3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of awards for extension activities in last 5 years | [View Document](#) |

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response:** 6

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 1 | 0 |

| File Description | Document |
| --- | --- |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | [View Document](#) |

**3.4.4 Average percentage of students participating in extension activities with Government Organisations,  Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 20.38

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 600 | 600 | 500 | 200 | 150 |

| File Description | Document |
| --- | --- |
| Average percentage of students participating in extension activities with Govt. or NGO etc. | [View Document](#) |

## 3.5 Collaboration

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

**Response:** 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 1 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of Collaborative activities for research, faculty etc. | View Document |

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 01 | 00 | 1 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years | View Document |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

Following are the facilities provided by the institution for teaching-learning

**Classroom:**

- The institution has a total of 63 spacious classrooms: with a sitting capacity of 75 to 80 students with good ventilation and lighting facility and all the class rooms have fans. Total area of all class rooms in the institute is 14524.8 Sq. Mts. Majority of the class rooms are fitted with LCD projectors, which facilitate the teachers to present the lectures using power point presentations with animation. This will help the students to remember the concepts that are presented with state of art audio/video tools and make the learning more interactive. Further, three gallery class rooms exist in the institution with modern ICT facilities. Smart Board with White Board

**Laboratories**:

Based on the course & its curriculum requirement the college has well-established laboratories.

- **Computer Laboratories:** Mainly for the students of PG & UG computer application a well-equipped Computer lab with 180 computers having the latest software exists where students are exposed to various areas of computer applications including the latest developments in the industry.
- **Computing Equipment:** The institution has provided class rooms with LCD projectors along with internet facility.
  - The campus is Wi-Fi enabled, so that the staff and students can access the internet from any point in the campus and can download the learning resources from digital library.
  - All laboratories are provided with all necessary infrastructure required as per curriculum.

- During the period (1978 – 79 to 2014 – 15) the institution had the following well equipped laboratories in the areas of Molecular Biology, Cell Biology, Genetics, Immunology, Animal and Plant tissue culture and Microbiology.
  - **Biochemistry:** It has well-furnished laboratories with Equipments like UV-spectrophotometer, PH meters, Colorimeters, Centrifuges, Electrophoresis units, Chromatography unit, Digital balances etc.
  - **Genetics:** It has well equipped laboratories with instruments such as shaker incubator, Binocular microscopes, Digital balances among others.
  - **Microbiology:** The laboratories comprise equipments like Shaker incubator, Colony counter, Centrifuge, Binocular microscopes, BOD incubator, and Gerber centrifuge among others.
  - **Chemistry:** The Laboratory is equipped with instruments such as Centrifuge, Thermostat Digital balances, PH meters, Colorimeters, among others.
  - **Zoology:** The laboratories comprises equipments such as BOD incubator, Binocular

stereomicroscopes, Digital Balance, UV Spectrophotometer, among others.

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

**Response:**

- **Sports**:

As per Bangalore University Norms of Under-Graduate programs, Institution strictly adheres to extra-curricular activities like Sports and Cultural activities which are mandatory.

- ○ **Outdoor Events:**
  - ○ Athletic events:
    - ○ 100mts, 200mts, 400 mts, 4*100 mts relay
    - ○ Long jump
    - ○ Javelin throw
    - ○ Discus throw
    - ○ Shot put
  - ○ Kho-kho
  - ○ Football
  - ○ Synthetic tennis court
  - ○ Basketball court
  - ○ Kabbadi
  - ○ Volley ball
  - ○ Throw ball
  - ○ Badminton
  - ○ **Indoor games:** Facilities for games like
    - ○ Chess,
    - ○ Carom
    - ○ Squash court
    - ○ Table tennis, provided to students in the basement sports room of the campus.

- **Gymnasium**

Institution has a multi-Gym Centre which provides Conducive environment in fitness training with fully equipped instruments to assist students as well as clients. There are more than 3673 members altogether utilizing the services such as preparing exercise plans for students in weight training with standard equipments and fitness by two trained instructors besides advices for wellness programs. Gym Centre will be opened during morning 6 to 9 and evening from 4:30 to 9 pm. A total of 3673 no of students from all the departments of DSASC utilize the services.

| Details | Area/Size | Year of Establishment |
|---|---|---|
| **Indoor Sports** | | |
| Squash Court | 20x40 Sqft (2 Courts) | 2014 |

| 2Gymnastic | 50x80Sqft (1no) | 2014 | |
| **Outdoor Sports** | | | |
| Foot Ball Court | 100x120Sqft (1no) | 1998 | |
| Basket Ball Court | 80x50Sqft (1 no) | 1998 | |
| SyntheticTennis Court | 40x80Sqft (1 no) | 1998 | |
| Volley Ball Court | 40x80Sqft (1 no) | 1998 | |
| Shuttle Cock Court | 20x40Sqft (1 no) | 1998 | |

**Cultural Activity**

The institution has cultural department (Center for Performing Arts) is established with a designated coordinator to facilitate all the cultural/extra-curricular activities of the institution. Seminar halls & auditorium are available for performing events. The institution has various auditoriums viz: Dr.C.D Sagar auditorium, Amphi theatre, Dr.D.Premachandra Sagar auditorium for cultural activities. Students of all the departments of DSCASC utilize the

- **Auditorium**: Cultural activities are an integral part of students' college life. Dayananda Sagar Institutions has a rich heritage of nurturing, nourishing and showcasing talents in the fields of cultural, literary and fine arts. DSCASC makes use of the auditorium towards conducting several activities such as Seminars, workshops, management fests & several cultural events.

| Details | Area/Size (Sq. mtrs) | Year of Establishment |
| --- | --- | --- |
| Dr. D. Premachandra Sagar Auditorium | 2210.26 | 2010 |
| Dr. Chandramma.D Sagar hall | 1169.52 | 2006 |
| AV Auditorium | 26.0129 | 2010 |
| Amphi –Theatre | 501.6764 | 1998 |
| Heritage Seminar Hall | 211.3544 | 1977 |

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 41.86

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

| File Description | Document |
|---|---|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 3.61

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 3.43 | 12.68 | 10.01 | 8.99 | 10.75 |

| File Description | Document |
|---|---|
| Details of budget allocation, excluding salary during the last five years | View Document |

## 4.2 Library as a Learning Resource

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

**Response:**

Library automation work started during May 2013 Libsoft 10.0.0 web version was the LMS

Software module supplied by Environ Software Ltd Bangalore.

**LIBSOFT** is a multi-user package designed and developed by a team of library professionals and Software professionals for effective management of a library from all aspects. This package has been designed and developed to cater the needs of various types of libraries such as university libraries, college libraries, school libraries etc and the software package has proved its efficiency in the management of library over the past few years and installed 170 institutions including Arts& science and management institutions.

**DSCASC Library is fully automated.**

User interface: Libsoft user interface is designed with Microsoft Technology i.e. VB.Net (Libsoft9.8.0) and ASP .Net   (Libsoft 10.0.0)

**Year: 2012-13:**

Data Management Interface: MS SQL Server 2000 or 2008 or MS SQL Express editions

1. Primarily Software was installed to the desktop PC in the library

2. Training about usage of software modules were given to library staff members

3. Data migration done from Excel to software

4. OPAC search facility were made available to the users.

5. Library resources can be accessed through URL http:libserver-opac

**Year: 2013-2014**

1. HP ProLiant ML 110 E3-1220 NHP SATA server for library software was purchased.

2. Motorola Bar code scanner were purchased

3. Data entry of MBA/MCA/BBM/B,Com/BSc/MSc total 30,000 books were verified in the software

4. 50,000 polyester Bar code label & ribbon were purchased

5. Issue of books through library software were made

**Year: 2014-15**

1. Data entry of bound volumes of journals of MBA/MCA/MSc were made

2. Bar code labeling for MBA/MCA/MSC books were made

3. HP all in one scanner were purchased to scan question papers

4. Data entry of 487 new books   were made

5. Bar coding of   487 new books were made

6. Scanning of question papers of MBA/MCA/MSc/BBA/B,Com

7. 20,000 bar code label & 4 Resin Ribbon was purchased.

**Year: -2015-16**

1. Question papers of MBA/MCA/MSc/BBA/B,Com were scanned

2. Question papers were uploaded to the server in the software

3. E-Books were uploaded to the software.

4. Scanning of question papers of MBA/MCA/MSc/BBA/B,Com were made

5. Annual maintenance charges of Rs.12,000/-was paid  during the year

6. Data entry of 885 new books   were made

7. Bar coding of   885 new books were made

**Year: 2016-2017**

1. Additional 4 GB RAM were purchased & installed to the server

2.   Data entry of   388   new books   were made

3. Bar coding of 388   new books were made

4. Scanning of question papers of MBA/MCA/MSc/BBA/B,Com were made

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

**Response:**

| Sl.no | TITLE | AUTHOR | PUBLISHE |
|---|---|---|---|
| 1 | The Trumpet-Major John Loveday | Thomas Hardy | Pan Books |
| 2 | Personality | Tagore, Rabindranath | Macmillan I |
| 3 | Glimpses of bengal | Tagore, Rabindranath | Macmillan |
| 4 | Gone with the wind | Mitchells Margaret | Avon books |
| 5 | Autobiography or the story of My Experiments with Truth | Gandhi M.K | Navajivana House |
| 6 | Rise of silas lapham | Howells William Dean | Holt, Rineha |
| 7 | Autobiography of an Unknown Indian | Chaudhuri Nirad C | Jaico books |
| 8 | Books that changed the world | Downs Roberty B | New Americ |
| 9 | Fall | Albert camus | Penguin boo |
| 10 | Puddnhead wilson | Twain Mark | Bantam Boo |

| 11 | Selected poems | Eliot T S | Faber and Fa |
| 12 | IBSEN | Mcfarlane James Walter and Ezekiel Nissim | Oxford Univ |
| 13 | Thoreau | Paul sherman | Prentice-Hal |
| 14 | Murder in the Cathedral | Eliot T.S | Oxford Univ |
| 15 | Family reunion | eliot T S | Oxford Univ |
| 16 | Collected poems 1909-1962 | Eliot T.S | Faber and fa |
| 17 | Ben Jonson | Barish Fonas | Prentice Hal |
| 18 | Dryden | Schilling Bernard N | Prentice-Hal |
| 19 | Marlowe | Leech Clifford | Printice Hall |
| 20 | Persuasion | Austen Jane | Penguin Boc |
| 21 | Bachelor of arts | Naryan R.K | Indian thoug |
| 22 | Samuel Beckett | Martin Esslin | Prentice-Hal |
| 23 | Hopkins | Hartmon Geoffrey H | Prentice-Hil |
| 24 | Vendor of sweets | Narayan R.K | Indian thoug |
| 25 | Poems written in early youth | Eliot T S | Faber and Fa |
| 26 | SWIFT | Tuveson Ernest | Prentice Hal |
| 27 | Tom sawyer and Huckleberry finn | Twain Mark | Pan Books |
| 28 | Notes on thomas hardy's far from the madding crowd | Methuen Notes | Methun Pape |
| 29 | My dateless diary | Narayan R.K | An Orient Pa |
| 30 | On poetry and poets | Eliot T S | Faber and Fa |
| 31 | Woodlanders | Hardy Thomas | Macmillan |
| 32 | Oscar wilde | Ellmann Richard | Prentice-Hal |
| 33 | For lancelot andrewes | Eliot T S | Faber and Fa |
| 34 | Glimpses of Bengal | RabindraNath Tagore | English fictic |
| 35 | Happy Death | Camus Albert | Penguin Boc |
| 36 | Virgina Woolf | Sprague Claire | Prentice Hal |
| 37 | Ramayana | Narayana R K | Hind pocket |

| 38 | Wasteland and other poems | Eliot T S | Faber and F |
| 39 | Wordsworth | Abrams M.H | Prentice Hal |
| 40 | Silas Marner | George Eliot | Pan Books |
| 41 | Arthur Miller All my sons | Ezekiel Nissim | Oxford Univ |
| 42 | Elder satesman | Eliot T S | Faber and F |
| 43 | Under the greenwood tree or the mellstock quire | Hardy Thomas | Macmillan |
| 44 | King Henry IV | Shakespeare | S.Chand & C |
| 45 | The Tempest | Shakespeare | S.Chand & C |
| 46 | Chosen poems of Thomas Hardy | James Gibson | Macmillan E |
| 47 | Thomas Hardy the return of the native | Thomas Hardy | Macmillan e |
| 48 | Sanskrit drama | Bhat G K | Karnataka u |
| 49 | Tragical History of doctor faustus | Marlowe Christropher | Macmillan c |
| 50 | Tragical History of doctor faustus | Marlowe Christropher | Macmillan c |
| 51 | Samagra kannada sahitya charithre | Sivarudrappa G S | Bangalore U |
| 52 | Ancient India | Majumdar R C | Motilal bana |
| 53 | Barbers trade union and other stories | Mulk Raj Anand | Arnold Hein |
| 54 | Trial | Franz Kafka | Picador by p |
| 55 | Shakespeare Julius caesar | Turner W | S.Chand |
| 56 | Nadoja pampa | Muliya Thimmappayya | Geetha book |
| 57 | America | Kafka Franz | Penguin Boo |
| 58 | Four english comedies of the 17th and 18th Centuries | Morrel F.M | Penguin Boo |
| 59 | IBSEN : PLAYS | Mcfarlane James Walter and Ezekiel Nissim | Oxford Univ |
| 60 | Three plays | Rabindranath Tagore | Oxford univ |
| 61 | Castle | Kafk Franz | Penguin Boo |
| 62 | Introduction to English Criticism | Prasad B | MacMillan |
| 63 | Fielding | Paulson Ronald | Prentice hall |

| 64 | Life of Vivekananda and the Universal Gospel | Rolland Romain | Advaita Ash |
|----|----------|----------|----------|

**4.2.3 Does the institution have the following:**

    1. e-journals
    2. e-ShodhSindhu
    3. Shodhganga Membership
    4. e-books
    5. Databases

**Response:** C. Any 2 of the above

| File Description | Document |
|----------|----------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | [View Document](#) |

**4.2.4 Average annual expenditure for purchase of  books and journals  during the last five years (INR in Lakhs)**

**Response:** 7.89

4.2.4.1 Annual expenditure for purchase of  books and journals  year-wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|----------|----------|----------|----------|----------|
| 5.13 | 9.52 | 6.27 | 5.10 | 13.45 |

| File Description | Document |
|----------|----------|
| Details of annual expenditure for purchase of books and journals during the last five years | [View Document](#) |

**4.2.5 Availability of remote access to e-resources of the library**

**Response:** Yes

| File Description | Document |
|----------|----------|
| Details of remote access to e-resources of the library | [View Document](#) |

**4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 2.64

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 47

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

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

**Response:**

- In the year 2012 – 13 there were 172 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless Cisco controllers.
- In the year 2013 – 14 there were 180 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless controllers.
- In the year 2014 – 15 there were 180 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless controllers.
- In the year 2015 – 16 there were 180 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless controllers.
- In the year 2016 – 17 there were 180 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless controllers.
- In the year 2017 – 18 there were 180 computers using licensed software using 20Mpbs speed with Wi-Fi bandwidth of 50 Mpbs with 14 wireless controllers.

**4.3.2 Student - Computer ratio**

**Response:** 5.02

| File Description | Document |
|---|---|
| Student - Computer ratio | [View Document](#) |

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**

**Response:** >=50 MBPS

| File Description | Document |
|---|---|
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

| File Description | Document |
|---|---|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 3.26

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 10.75 | 8.99 | 10.01 | 6.92 | 3.43 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |

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

**Response:**

**Physical Infrastructure maintenance:**

- The college ensures that the infrastructure facilities are regularly well maintained and updated so forth to enhance better physical, academic performance.
- The maintenance work is carried by proficient in-house staff. The college has established EDP department to maintain the computers and other accessories.
- Classrooms and Corridors are cleaned with sophisticated floor cleaning machines.
- The Pest treatment is provided periodically to safe guard our campus from Mosquitoes, Cockroaches, rats, rodents, etc.
- A separate team of employees have been appointed who take care of the campus natural green environment.

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**Electrical and UPS maintenance:**

- The Department of facilities ensures security and safety within the campus and looks after the daily maintenance of electrical fittings and UPS in the buildings and campus.
- Supply is maintained through electricity board or captive generator sets.
- The daily maintenance of electrical fittings and UPS in the buildings and campus is handled by expertise in-house electricians.
- Supply is maintained through electricity board or captive generator sets , the same are maintained through AMC.

**Teaching Learning:**

- The college has an exclusive Electronic Data Processing Department (EDP), headed by a manager.
- This team takes care of the spasmodic maintenance of all the computers within the institution both the Hardware/Software and Networking.
- The Network security is ensured through a dedicated Hardware Firewall.
- The students are given with unique credentials in getting access to the machine. The data accessed by students are maintained with proper data Security policies in the server.
- Periodic Maintenance of EDP team keeps backing up of Data through separate Solid Storage Devices. The faculty members are provided with e-mail and group mail.
- Only Licensed software or Open source Software used. Microsoft campus agreement is renewed every year. Windows base licenses are available in the machines

**Laboratories:**

- Stock maintenance is done annually; further requirements are informed to the Principal.
- A letter is later sent by the Principal to the Suppliers to send their quotation, a comparative analysis of the quotations are made and order is placed
- A statement of expenditure is later prepared and submitted to the Secretary by the Principal.

**Library**

- Library has a systematic procedure for procuring requirements of books.
- Library follows an organized process for the issuance of library card.
- A separate reference section has been set to avail books, Journals, Questions Papers and other relevant materials.
- Strict disciplinary policies are framed in order to maintain library decorum.

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 11.68

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 297     | 335     | 209     | 191     | 170     |

| File Description | Document |
|------------------|----------|
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

**5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years**

**Response:** 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**5.1.3 Number of capability enhancement and development schemes –**

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

**Response:** B. Any 6 of the above

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | <u>View Document</u> |
| Link to Institutional website | <u>View Document</u> |

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 29.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 567 | 656 | 523 | 745 | 635 |

| File Description | Document |
|---|---|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <u>View Document</u> |

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 0

5.1.5.1 Number of students attending  VET year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of the students benifitted by VET | <u>View Document</u> |

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

| File Description | Document |
|---|---|
| Details of student grievances including sexual harassment and ragging cases | [View Document](#) |

## 5.2 Student Progression

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

**Response:** 32.32

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 185 | 217 | 286 | 296 | 167 |

| File Description | Document |
|---|---|
| Details of student placement during the last five years | [View Document](#) |

**5.2.2 Percentage of student progression to higher education (previous graduating batch)**

**Response:** 4.42

5.2.2.1 Number of outgoing students progressing to higher education

Response: 30

| File Description | Document |
|---|---|
| Details of student progression to higher education | [View Document](#) |

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 6.67

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 1 | 2 | 1 |

| File Description | Document |
|------------------|----------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1 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) during the last five years.**

**Response:** 11

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 7 | 0 | 1 | 1 |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | [View Document](#) |

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

**Response:**

The College believes in participative management and transparency in all its domains. Students as important stakeholders are supposed to play a role in the progressive development of the institution and its activities. The college strongly believes that democracy is the backbone of any organization and students get to participate in various activities through the Student Council.

As per IQAC the student council has at least one male student and one female student from UG and PG respectively. The Council also has an Executive Committee composed of members. The Student Council is a representative structure through which the students can express their involvement in the affairs of the College, working in partnership with college leadership, staff and teachers for the benefits of the College and its students. Opportunities to participate in a wide variety of events and academic and extra-curricular activities throughout the year are provided for all students. It is dedicated to the promotion of social awareness and involvement among the students of the College Unit. The college has wide variety of cells to aid in holistic development of the students. Every cell has constituted faculty members and students as cell coordinators. Different student activities are scheduled to nurture and enhance the student's talent in various personality development traits, which will help them in understanding the corporate/business environment better and helps in optimal decision making as member of it in future.

**Activities Conducted** - Cultural activities, Research activity, Market visits, Farm visits, Technical activities, Marketing-sector analysis, workshop, etc. Many students publish papers in various journals and present paper in conference that is guided by faculty.

All the Cells mentioned below have active participation of students. The student coordinators are involved along with the faculty coordinators in taking major decisions regarding the events conducted, rules and regulations. Literary Club – SARVAGNA, Research Cell – ANVESHANA, Students Grievance Redressal Cell – SAMRAKSHA, Placement & Career Guidance Cell - VRITHI & PRANITHI, Eco Club – PRAKRUTHI, Eco Club – PRAKRUTHI, Institutional Social Responsibility Cell – ABHAYA, Equal Opportunity Cell – SAMANVAYA, Women Empowerment & Prevention of Sexual Harassment Cell – PRERANA, Counseling Cell – PARAAMARSHA, Mentoring Cell – APTAMITHRA, Anti-Ragging Cell – PRABHALA, Alumni Cell – SAMMILANA, Sports Club – CHAKRAVYUH, Students Activity Cell, Cultural Activity Cell – PARVA, Academic & Administrative Audit Cell – CHANIKYA.

Every student in the college is given an opportunity to participate in the events related to each cell. They are encouraged to win prizes in a healthy competitive environment. The feedback and suggestions from the students are taken on a frequent basis from the students coordinators to improve the Cell performance.

**Duties and Responsibilities**

- To uphold this constitution and ideals at all times.
- To safeguard and promote student's rights and welfare.
- To know College rules and regulations.
- To participate in activities organized by the Student Council.

**The Role of the Student Council**

- To promote the involvement of students and to set objectives for the student council.
- To promote friendship and respect among students.

* To promote a positive and healthy environment in the College community.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 4       | 4       |

| File Description | Document |
|------------------|----------|
| Number of sports and cultural activities / competitions organised per year | [View Document](#) |

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

**Response:**

The Alumni Cell was started in the year 2011-2012 as SAMMILANA. The alumni cell functions by forming members by registering the names of the undergraduates and post graduates students. Alumni association is functional and working with Reg. No: DRB3/SOR/660/2017-2018. These Alumni are invited to the college annually for the ALUMNI meet to share their expertise and information and thus contribute to the well being of the Alma Mater. Several Alumni members are entrepreneurs and many hold management positions at leading industries/organization. Few organizations have appointed a good number of our alumni as consultants. The Institution invites Alumni and their employers for various academic activities such as Association events, Symposium, Seminar, Guest Lecture etc. and gets their feedback about curriculum enrichment. Also, during annual alumni meetings these points are further discussed and brought to the notice of Academic Council for further consideration. Alumni cell brings mutually beneficial lifetime link between Institution and its community of alumni. IT acts as a bridge between college and the industries for interaction on new developments in different disciplines of institution. They assist the college to promote R & D activities, testing and consultancy. Alumni are invited to the college annually for the ALUMNI meet to share their expertise and information and thus contribute to the well-being of the Alma Mater. To achieve life time link the institution offer communications, events, benefits and services for the current and future alumni. Their input is used by the department as the link between the department and its industry partners and the students move to corporate fields as professionals. The faculty conducts informal conversation/ collects questionnaire, to elicit feedback about the relevance of the

course content, coverage etc. It also promotes and extends support for activities like industry interaction, placements, curricular and extra-curricular activities. They support and contribute towards the improvement of institute. The interaction between alumni and students helps to provide guidance in academics. It provides a forum to reunite alumni and continue to have association with the Institution. The institution also takes the details from Alumni through the college website. Link is given below.

http://dayanandasagar.edu/index.php/alumni

**Activities of Alumni Association**

- Alumni Association invites students who have achieved higher education to interact with students for career guidance and placement assistance.

- Alumni are invited to provide internship and pre-placement talks to motivate the students.

- Pavan Holkar, MCA Alumni has provided internship to Bhavana and Kavya MCA students in his Company.

- Sayar Mitra, MCA Alumni working as project manager, SMB, TCS, has given a talk on IT Career in Software sector.

- Girish Kumar of MCA has started a company called Genius Tech Information Systems and provided internship to our students.

- Sachin Kulkarni of Timken Ltd and Fyroz Ahmed of Cerner Pvt Ltd. have shared their knowledge and have imparted some advice on career enhancement skills and placement.

- Maharudrappa Lakka an Alumnus had trained our students in Android Mobile App Development.

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

**Response:** <1 Lakh

| File Description | Document |
|---|---|
| Alumni association audited statements | [View Document](#) |

**5.4.3 Number of Alumni Association / Chapters  meetings held during the last five years**

**Response:** 7

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 2 | 2 | 1 | 1 | 1 |

| File Description | Document |
| --- | --- |
| Number of Alumni Association / Chapters meetings conducted during the last five years. | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

**VISION**:

**To be a center of excellence in education, research & training and to produce citizens with exceptional leadership qualities to serve national and global needs.**

**MISION**:

**To achieve our objectives in an environment that enhances creativity, innovation and scholarly pursuits while adhering to our vision.**

**VALUES:**

The values that drive DSI and support its vision:

**The Pursuit of Excellence** - A commitment to strive continuously to improve ourselves and our systems with the aim of becoming the best in our field.

**Fairness** - A commitment to objectivity and impartiality, to earn the trust and respect of society.

**Leadership** - A commitment to lead responsively and creatively in educational and research processes.

**Addressing the needs of the society:** Every individual student is imbibed with ethical responsibilities towards the society. The students are groomed to apply their knowledge creatively so as to develop sustainable technologies for the betterment of society.

**Institution tradition & value orientations:** The institute strives to incorporate disciplinary and ethical values among the student community, to make them responsible citizens.

**Vision for the future:** To provide the world with leaders and entrepreneurs who can change the world in a positive direction. The alumni of the institute are in high positions across the world.

The Vision and Mission of the institution itself reveals the focus quest for excellence.

Under the leadership of our founder late Sri R. Dayananda Sagar, the college has gained worldly wisdom in all walks of life and excelled in academics. The College operates under the aegis of the Mahatma Gandhi Vidya Peetha Trust. The second generation visionaries followed the footsteps of our founder and gained handsome work experience to create leaders.

To ensure the organization's management system development, implementation and continuous

improvement, the college has a competent secretarial constitution comprising of:

- The top management comprises of the Chairman, Vice Chairman, Secretary, Managing Trust members, and other members of the trust. The Vice Chairman holds the Executive Committee Meeting with the Principal to review the academic administration, research and development, testing and consultancy services and any other agenda planned for the growth of the institution. This meeting is held every month in the college premises. Major policy decisions are being taken in such meetings.
- The Principal conducts weekly meetings with all the Heads of the departments regarding academic activities, quality initiative activities, etc. The heads of the departments regularly conducts department meetings with all the faculty members.
- The Internal Quality Assurance Cell in association with Academic & Administrative Audit Cell –CHANAKYA - audits and ensures the quality and continuous improvement in academics, teaching-learning process and other activities.

The institution is very keen to groom leadership at various levels. The Management always provides opportunity to the faculty members & students to improve their leadership skill at various levels through different committees at institution level, departmental level and at the student level.

Both the students and the members of the faculty are encouraged and sponsored to attend experiential learning through - out bound training for developing the leadership qualities.

## 6.1.2 The institution practices decentralization and participative management

**Response:**

DSCASC promotes the culture of participatory management. The leadership of the institute believes in participative management and strives to bring in excellence by structured organizational system with the involvement of all the stakeholders in various levels. Decentralization, Participative management, Involvement and Accountability are the key aspects in the implementation of DSCASCs' quality policy.

DSCASC's participative management and decentralization provides each department with the much needed autonomy, flexibility and trust in planning for their domain area. The various committees have been made in such a manner to involve all the members of the staff and students giving opportunity to groom leadership qualities at all levels.

DSCASCs' is an employee friendly environment where the employees are encouraged by giving advices and motivation to participate in the role of decision making.

**The Principal**

Principal conducts weekly meetings with all the Head of the Department's and cell head's regarding academic activities, university communications, cell activities & endeavors and guide them for effective implementation of administrative procedures. These include academic, curricular, co-curricular and extracurricular activities, students' progress, placements, training, research & extension services, alumni interaction, industry collaborations, and etc. The Head of the Department's regularly conduct meetings

with all the faculty members to discuss academic activities and also motivate them for their continued good performance and contributions. The institution implements decentralization and participative management by convening various cells to conduct many vision accomplishment activities and ensure continuous improvement in the quality of education.

Few levels where participatory management is practiced:

**Student Level:**

1. Class committee to discuss academic issues
2. Student Representative meetings to discuss administrative issues
3. Hostel Management to discuss related issues
4. In all the Committees for conducting curricular and co-curricular events like Technical talks, Value added programs, training programs, Intercollegiate fests, Sports activities, Cultural activities and etc.,.

**Faculty Level:**

1. Admission process
2. Branding & Promotional activities
3. Institutional events' like Graduation day, College day, Founders' day
4. In all the Cells/Committees.
5. In all the Committees for conducting curricular and co-curricular events like Technical talks, Value added programs, training programs, Intercollegiate fests, Sports activities, Cultural activities and etc.,.
6. E-Governance
7. Examination conduction
8. Internal Quality Assurance Cell

**Senior Faculty Level:**

1. Academic Council
2. Board of Studies
3. Planning and Monitoring
4. Admission process
5. Branding & Promotional activities
6. Institutional events' like Graduation day, College day
7. In all the Cells/Committees.
8. In all the Committees for conducting curricular and co-curricular events like Technical talks, Value added programs, training programs, Intercollegiate fests, Sports activities, Cultural activities and etc.,.
9. E-Governance
10. Examination conduction
11. Internal Quality Assurance Cell

**Staff Level:**

1. Admission process

2. Branding & Promotional activities
3. Institutional events' like Graduation day, College day
4. E-Governance
5. Examination conduction

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

Yes. The college promotes a culture of strategic plan and deployment. The perspective plans are developed to achieve the objectives of the Programs. The academic and administrative activities are designed and carried out in agreement with the policies and the strategic plans to obtain desired outcome.

**Institutional Strategic Plan**

**Governance & Leadership**

- Articulation of Vision and Mission with effective Leadership.
- Strengthening the organization structure by appointing key positions with transparency
- Implementing participative management and decentralization in all the levels.
- IQAC setup with executive members for quality assurance in all the activities.
- Creating & governing various cells' associated to IQAC to cater the institutional needs.
- Establishing internal audit cell – AAA Cell –CHANAKYA for regulatory compliance.

**Physical infrastructure**

- Managing state of art infrastructure for all curricular and co-curricular needs.
- Providing Safe, Secure environment.
- Additional and international hostel facilities for boys & Girls within the campus.
- Upgrading Library infrastructure in line with technical changes
- MIS implementation in all the areas by establishing the e-Governance.

**Faculty Empowerment**

- Recruiting highly competent faculty as per UGC &AICTE norms, based on the vacancy positions.
- Encouraging faculty for Career advancement schemes and enhanced teaching quality.
- Talent recognition, retention measures and approving faculty performance appraisal every year.
- Appropriate welfare measures for the teaching and non-teaching staff
- Retention plans through career advancement, motivation and welfare schemes.
- Role & responsibilities clarity and empowerment.

**Teaching – Learning Process**

- Implementing best practices.

- Motivating faculty to use more of ICT, smart class rooms, online learning tools, and Pedagogy tools.
- Motivating faculty and students to take up online training and certifications.
- Providing online access to e-media, and e-Learning facilities.
- Implementing effective continuous evaluation method along with planning remedial classes for slow learners.
- Organizing more Conferences, workshops, technical talks, value added programs and trainings to students to for better employability.

## Research, Development & Innovation

- Constituting new Research cell to increase research culture in faculty and students.
- Motivating faculty to present and publish papers.

## Library & information Centre

- Digitization of Library resources.
- Increasing Book resources catering to various academic needs.
- Establishment of Institutional memberships
- Providing state of art infrastructure and maintenance.
- Strengthening Library services.
- Motivating faculty and students for increased usage.

## Industry- Institute relationships

- Strengthening Placement cell for increased Industry- Institute interface.
- Increased Industry collaborations and singing MOU's.
- Organizing more value added programs inviting eminent Industry speakers as resource persons.
- Organizing industrial visits to showcase the real work nature and environment.

## Quality Assurance Systems

- Strengthening the IQAS.
- Developing various associated cells to cater all the college needs.
- Map and adopt improved benchmarks for continuous learning to evolve as a learning organization.
-  Establishing audit process & audit teams

## Extra-Curricular and Co-curricular activities

- Appropriate budget allocation.
- Hosting intercollege fests and competitions.
- Motivating students' participation.
- Establishing state of the art infrastructure (indoor/outdoor).
- Recruiting dedicated PT master.
- Rewarding & recognizing achievers.

## Community Services

- Identifying nearby schools for adoption.
- Providing vocational trainings at the schools
- Donating Books and other required products to schools and un-privileged.
- Organizing Blood donation camps, Swatch bharath camps.

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

*Governing Body:*

The Governing Body of the College comprises representatives from management, Industry, academia and regulating agencies like BU. Important decisions regarding administration affairs and policy matters are discussed and reviewed in the regular meetings of the Governing body. The day-to-day activities are vested to the Principal, and IQAC.

*Administrative Setup:*

Under the guidance of Principal, **Internal Quality Assurance Cell**, and HODs', the various cells in the college carry over the numerous administrative and academic functions and thus making administration open and transparent. The staff members have their due say in the administrative matters. The IQAC in association with Academic & Administrative Audit Cell – CHANAKYA audits and ensures maintenance of the quality of the teaching learning process.

*Various bodies*

The Governing Body, Academic Council, Board of Studies, Admission Cell, Finance Committee, Industrial Interaction-Placement division, CEFL(Center for English and Foreign Languages), Center for performing Arts, CIL(Centre for Innovation and Leadership), IQAC are our formulated statutory bodies and functioning effectively. The College makes sure that every faculty is involved in at least 2 or 3 bodies/committees and representation from the student community is also ensured.

*Various committees/cells:*

| | |
|---|---|
| <ul><li>Academic & Administrative Audit Cell – CHANAKYA,</li><li>Literary Club – SARVAGNA</li></ul> | |
| <ul><li>Research Cell – ANVESHANA</li></ul> | |
| <ul><li>Students Grievance Redressal Cell – SAMRAKSHA</li></ul> | |
| <ul><li>Placement & Career Guidance Cell - VRITHI & PRANITHI</li></ul> | |
| <ul><li>Eco Club – PRAKRUTHI</li></ul> | |
| <ul><li>Institutional Social Responsibility Cell – ABHAYA</li></ul> | |
| <ul><li>Equal Opportunity Cell – SAMANVAYA</li></ul> | |

- Women Empowerment & Prevention of Sexual Harassment Cell – PRERANA
- Counseling Cell – PARAAMARSHA
- Mentoring Cell – APTAMITHRA
- Anti-Ragging Cell – PRABHALA
- Alumni Cell – SAMMILANA
- Sports Club – CHAKRAVYUH
- Students Activity Cell -
- Cultural Activity Cell – PARVA

*Service Rules:*

The institution strictly follows the service rules according to the UGC and AICTE norms. The teaching and non-teaching faculty have the various benefits like PF, ESI, Casual Leaves, Earned Leaves, Medical Leaves and Maternity leaves etc.,

*Faculty Recruitment:*

The college recruits faculty members as per UGC &AICTE norms, based on the vacancy position, increase in the in-take of students and introduction of new academic programmes.

Recruitment board comprises - Secretary, Dean Academic Affairs, Principal, HOD and Subject experts decides the worthiness of the faculty member by his/her performance in the interview according to the defined parameters.

Faculty performance appraisal is approved and implemented every year. The Faculty appraisal forms will be reviewed and evaluated by HOD and then forwarded with recommendation report to the HR Department through The Principal. Many parameters are evaluated by the HR department and appraisal will be carried out as per the college norms.

*Grievance Redressal mechanism:*

To redress the genuine grievances of staff members and students, so as to ensure a congenial atmosphere for studies and smooth working of administration, the Institute has constituted the Grievance Redressal Cell – SAMRAKSHA is for complaints and grievances with a senior professor as convener and faculty members in the team. The grievances will be taken care by the SAMRAKSHA in association with Mentoring Cell, Women Empowerment & Prevention of Sexual Harassment Cell and Anti-Ragging Cell.

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

**6.2.3 Implementation of e-governance in areas of operation**

    **1. Planning and Development**

**2.Administration**

**3.Finance and Accounts**

**4.Student Admission and Support**

**5.Examination**

**Response:** D. Any 2 of the above

| File Description | Document |
| --- | --- |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |

**6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

**Response:**

With the motive of continuous improvement of quality education, various cells/committees are convened. All the Cell heads' convey the meetings and plan the upcoming semesters' activities under the guidance of IQAC. The various cells/clubs are Literary Cell, Research Cell, Soft Skills Training Cell, Internal Exam, Timetable Committee, Discipline Committee, Students Grievance Redressal Cell, Placement and Career Guidance Cell, Eco Club, Institutional Social Responsibility Cell, Equal Opportunity Cell, Women Empowerment & Prevention of Sexual Harassment Cell, Counseling Cell, Mentoring Cell, Anti-Ragging Cell, Alumni Cell, Sports Club, Cultural Activity Cell and Academic and Administrative Audit Cell.

One example activity of **Research Cell – ANVESHANA** successfully implemented:

**Research Cell – ANVESHANA**

Eminent professors take care of the Research Cell - ANVESHANA to inculcate research culture in faculty and students in the way of improving teaching-learning process. They guide and motivate in preparing research papers, participating and presenting research papers in National and International conferences and publishing the papers in reputed journals.

**Minutes of Meetings:**

**Dayananda Sagar College of Arts, Science & Commerce**

**Research Cell – ANVESHANA**

**Date**: 28-08-2015

**Time**: 3PM

**Venue**: 5th Floor Board Room, New Business School

**Agenda**

1. Discussions on Research cell activities

**Minutes**

1. A discussion had happened on counseling of students on research activities.
2. Workshop on Project Work members agreed to extend support for the same.

**Action Planned:** Encourage Research Culture among Students to publish and present papers in journals and conferences.

**Action Taken:**

As per the action planed, the Research cell motivated the students to present and publish the papers. As a result many students published research articles in various National/International Conferences and published papers in reputed peer-reviewed journals. The few students' details are listed below.

**Student Research Activities**

| Sl. No. | Student Name | Title of the Paper | Publication | |
|---|---|---|---|---|
| 1. | Dhanush, Mahendra | Application of Deep Learning Techniques for automatic data exchange with air gapped systems | IEEE Journal – ICCMC 2017 | |
| 2. | Shravani Vanaka | New Journey of Web Approach | National conference on research technology and Management (RITM | |
| 3. | Syeda Shabeena Banu | Comparative Tool Box: Edge Deduction | International Journal of Recent Engineering & Technology (RAET) | |
| 4. | Ameya Bekal | Signal Processing Tool Box | International Journal of RAET | |
| 5. | Sharon Leo F | New Journey of Web Approach | National conference -RITM | |
| 6. | Vishwa Ranjan | Web Application: UNIQUE ID CARD | International Conference (ICCEIT 2016) | |
| 7. | Bipradip Roy | Novel Technology: Single Page Web Application | International Conference (ICCEIT 2016) | |
| 8. | Supritha S | Comparative Tool Box: Edge Deduction | International Journal of RAET | |
| 9. | T. Begum | Text Encryption: Character Jumbling | International Conference (ICISC 2017) | |
| 10. | Dhanashree Deka | An overview: Spanning Tree Protocol STP | International Conference (INC-PETS'16) | |
| 11. | Sumedha Roy | An Approach of Artificial Intelligence With Generic Algorithm | International Conference (INC-PETS'16) | |
| 12. | Reshma M | A Journey of Cloud Services | International Conference | |

| | | | | |
|---|---|---|---|---|
| | | | (INC-PETS'16) | |
| 13. | Rashmi H N | Signal Processing Tool Box | International Journal of Recent Engineering & Technology | |
| 14. | Ramya B | Human Computer Interface : Cyborg | National Conf. on Trends in Information Technology | Com |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institution provides various and appropriate welfare measures for the teaching and non-teaching staff, the management has made an effort for the well competed, sincere, committed and loyal employees to feel good and stay motivated. The employees work with the great enthusiasm and ownership which has resulted in the in the increase of production, it also helps in reducing the labor turnover and absenteeism and create a stable workforce for the organization.

The organization welfare measures are as follows:

**Teaching Staff**

- The faculty members are encouraged to attend the conferences, workshops, seminars and symposia and On-Duty leave is sanctioned.
- Research grant can be availed by concerned Faculty.
- Special permission to the members of faculty to serve as the resource person in various forums - Board of Studies of other institutions and Universities, to be a member of Doctoral Committee for research scholars and to act as examiner for Ph.D. viva- voce examinations.
- Faculty are motivated to deliver Keynote addresses' in International / National Conferences / seminars / workshops / SDP / FDP.
- Encouragement to conduct in-house faculty development programmes, workshops to nurture inter departmental activities and professional development
- Motivation and support to participate in industry institute interaction which also contribute to the professional development Training teachers for excellence

**Non-Teaching Staff**

- Non-teaching staff members are permitted for higher studies.
- Training for strengthening the knowledge of using latest facilities and equipment's.
- Conducted workshops and seminars to get updated with technology up gradations and university systems.
- Staff members are motivated to attend workshops and seminars.

**Welfare schemes':**

- Provident Fund
- Employees State Insurance
- Gratuity
- Creche facility for employee's children
- Fee concession for employees' children
- Maternity benefits
- Sabbatical leave for faculty members
- OOD for faculty members for exam, viva, doctoral committee meeting
- Research grant share is availed by concerned Faculty
- Paid leave for attending the professional exams for staff
- Sick leave
- Casual leave
- Earned leave
- Semester vacations for teaching Staff
- OOD facility for Research work, Seminar, workshop and university works
- Uniform for Attenders, Housekeeping Staff, Workshop staff & Drivers

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

**Response:** 12.77

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 1 | 10 | 14 | 33 |

| File Description | Document |
| --- | --- |
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | [View Document](#) |

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

**Response:** 6.2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 7 | 13 | 5 | 4 | 2 |

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | [View Document](#) |

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response:** 36.08

6.3.4.1 Total number of  teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 41 | 25 | 37 | 10 | 22 |

| File Description | Document |
|------------------|----------|
| Details of teachers attending professional development programs during the last five years | [View Document](#) |

**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

Faculty performance appraisal is aided by the feedback mechanism and implemented every year. The procedure includes, submission of self-appraisal form by each faculty to the HOD, which contains goals set in previous year and performance, result analysis, all activities & achievements, consultancy works, number of research paper presented, number of workshop & seminars participated. The Faculty appraisal forms will be reviewed and evaluated by HOD and then forwarded with recommendation report to the HR Department through The Principal. Many parameters are evaluated by the HR department and appraisal will be carried out as per the college norms. Targets are set for each of the categories. The faculty members below the minimum target level are advised to attend Faculty Development Programmes inside or outside the college and opportunities are given for their improvement.

Following decisions are taken in Faculty performance appraisal

- Salary increments will be provided.
- Promotions and other important positions will be given accordingly
- Additional key responsibilities will be given along with monetary benefits to eminent people.

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

The College has a pre-defined mechanism for internal and external audit. Accounts are well maintained and audited regularly by internal auditors and external auditors. External audit is conducted by society auditors. The last audit was done on **03-10-2017** for the year 2017. No major audit objections have been raised.

*Internal and external financial audits' details:*

| Year | Date of Internal Audit conducted (AAA Inspection) | Date of external Audit conducted | Audit objections By - B P Rao Associates Pvt Ltd | Action Ta |
|------|------|------|------|------|
| **2011-12** | **13/03/12** | **27-9-2012** | No major audit objections have been raised | High quality with Co Accuracy is co |
| **2012-13** | **26/02/13** | **27-9-2013** | No major audit objections have been raised | High quality with Co Accuracy is co |
| **2013-14** | **29/10/14** | **22-9-2014** | No major audit objections have been raised | High quality with Co Accuracy is co |
| **2014-15** | **8/7/2015** | **23-9-2015** | No major audit objections have been raised | High quality with Co Accuracy is co |
| **2015-16** | **29/03/16** | **06-10-2016** | No major audit objections have been raised | High quality with Co Accuracy is co |
| **2016-17** | **27/03/2017** | **03-10-2017** | No major audit objections have been raised | High quality with Co Accuracy is co |

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

**Response:** 0.7

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0.7 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of Funds / Grants received from non-government bodies during the last five years | [View Document](#) |

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

**Response:**

This synthesis provides us with a systematic approach for analyzing the impact of certain innovative strategies for mobilizing finances at the point-of-entry, throughout (the administration) and at the point of exit (external inputs) of the educational system. The innovative experiences, therefore, cover methods to improve internal administration and management.

DSCASC offers courses under aided scheme as well un-aided schemes. Under aided scheme - B.Com (One Section) and B.Sc. (PCM) courses are offered and under un-aided/self-financed scheme - MBA, MCA, M.Com. and  BBA, BBM & BCA,  courses are offered. The major fund generation source for self-financing/un-aided courses is tuition fees.

The budget requirements for the forthcoming academic year (projected budget) are collected from every department and consolidated. The utilization of the previous year approved budget along with the budget projected for the forthcoming year is presented to the Finance Committee after discussions in the Executive Committee. The various heads of the budget include the department capital requirements, consumables, maintenance, other incidental expenses, etc. After the approval of the finance committee, it is also approved by the Governing Council.

The major resource mobilization for the college is through the collection of tuition fees at the beginning of every academic year. The funds are there by utilized for all **Academic activities** like Workshops, Guest lectures, Seminars, Soft skill training & Pre-placement activities, Professional memberships, **Cultural activities** like Ethnic day, Fresher's day, Farewell, Dept. Fest, Intercollegiate fests, alumni meets, Sports meets & facilities, Student Health cards, Student clubs, **Library facilities, Internet/Wi-Fi Facilities, Infrastructure improvement and maintenance**, **Faculty Training and empowerment** and **Research Activities**.

The college gives greater autonomy and flexibility with the use of funds in effective classroom utilization of resources. Every class is equipped with projectors. State of art infrastructure facilities are provided with systems for delivering lectures.

| File Description | Document |
|---|---|
| Any additional information | View Document |

## 6.5 Internal Quality Assurance System

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

**Response:**

The IQAC is highly active and plays a pivotal role in drawing quality strategies as per the Perspective Plan of the College. To impart quality education the IQAC closely monitors the teaching-learning environment of the college. The IQAC co-ordinates between the Principal and the various Committees working for implementation of various quality related practices. The Academic and Administrative Audit Cell – "CHANAKYA" under the guidance of IQAC ensure the quality of all academic and administrative activities.

The IQAC is involved in setting the quality policies and quality assurance strategies in the following areas:

**Teaching Learning process**

- IQAC initiated improved use of ICT in teaching learning process. Teaching learning process is strengthened by using more ICT tools and techniques.
- The usage of PPt's, Animated PPt's, videos, online tests for evaluation, usage of Slide share website, documentary shoots, usage of LMS tools like SPSS, "Canvas" was initiated.

**Research development & Innovation**

- New Research Cell - ANVESHANA was constituted to inculcate research culture in faculty.
- Around 67 papers are published in Conferences. 20 papers are published in UGC approved journals. Around 40 papers are published in reputed journals. Around 20 students' papers are published in reputed journals.

**Faculty enrichment**

- IQAC focused on faculty enrichment programs and teaching-learning processes enhancement. Around 30 Quality enrichment programs were conducted.
- Around 98 faculty members are supported with financial aid for attending enrichment programs Post NAAC 2nd Cycle.

**Industry Collaboration**

- Totally **Seven** Industry collaborations were established.
- Certification and value added programmes are conducted in weekends by industry resources for better and more placement opportunities. **Three** university approved certificate courses were conducted. **Twelve** Training programs and **Eight** Value added were conducted.

- Certificate/training programs from SAP B-One, ICICI, Birla Sun life, NPTEL, IIM-C Carpedium, Beta plus, Reliance Money, "CompTia" etc. were conducted. Around 350 students were certified

**Library up gradation**

- Library software - Libsoft 10.0.0 purchased during in the year 2012-13 with cost of Rs, 1,37,700
- Institutional membership from IIMB library & British council library.
- Data entry & barcoding of 40,000 books - OPAC search facility. http://172.25. 11.158/opac.
- EBSCO, e-journals were subscribed.
- The library have 135 educational CDs and 553 free eBooks.
- INFLIBNET e-shodhsindu membership.

**Extra-curricular and co-curricular activities.**

- Cultural club – **Parva** carry over activities like Ethnic day, Fresher's day, Farewell, Dept. Fest, Intercollegiate fests. Students are motivated to participate in other colleges intercollegiate fests and were won many laurels.
- Sports Club conducts sports activities/competitions and selected students were sent to participate in state, national and international level competitions. 10 students are awarded in national and international level competitions.

Best practices are those practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The best institutions are those which widely use them.

DSCASC has followed different best practices in order to achieve excellence in higher education.  The best two among various practices are mentioned below.

1. **INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR) – DISHAA Activities**
2. **WOMEN EMPOWERMENT AND PREVENTION OF SEXUAL HARASSMENT CELL – PRERANA Activities**

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Response:**

The current book-based and theory-oriented teaching system still doesn't in independent thinking. It must be enhanced to create the scholars learn by practice and experience. The Internal Quality Assurance Cell enforces quality of the teaching learning process and ensures continuous improvement.

Training of teachers to target areas of learning that can be worked on, computer-aided teaching and technology led learning has to be there in major reforms. DSCASC is facilitating to bring about rules for continuous teacher-learning process quality up-gradation. It has reviewed and implemented teaching learning reforms such as Peer learning, Case studies, live projects, Pre-Placement activities, etc.

**Methodologies of operations & learning out comes at periodic intervals through IQAC setup:**

1. **Academic and Administrative Audit Cell – "CHANAKYA"**

Academic and Administrative Audit Cell (AAA Cell, hereinafter) was constituted by IQAC of DSCASC in 09-01-2012 and named as "**CHANAKYA**" with the following Vision and Mission.

**Academic Audit- definition and scope:**

Provide an assurance as to the quality of education through prescribed ground rules for adherence by both teaching staff and students. To assess the quality of education imparted by faculty to students and to assess the level of efforts put forth by students some assessment tools have been developed. The aspects of academic contents assessed would include course delivery as per the curriculum and syllabus of BU, the co-curricular and extra-curricular activities of students, overall discipline and diligence in the academic functioning of the department, fulfillment of the duties and responsibilities by faculty members and monitoring of the class, progress of courses, fairness in internal assessment of students, student welfare and grievances.

**Administrative Audit- definition and scope:**

Administrative audit in the given context of Academic and Administrative Audit being treated as a combined activity may be understood as an audit that relates to all non-academic / non-curriculum related aspects relating to students such as admission process, payment of fee, enrollment for co-curricular activities, maintenance and retrieval of students records by the department or in other words, an audit of all administrative activities encompassing the academic activities of each department.

1. **PEER LEARNING:**

Peer learning—a large category that includes activities through which students learn from and with each other. Peer learning is not a single, undifferentiated educational strategy. It encompasses a broad sweep of activities. The term 'peer learning', however, remains abstract. The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning

**OUTCOME RESULT**: Peer learning reform has resulted in improvement in academic performance of students. Result increased from **62 % to 77%.** It's a remarkable change.

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**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response:** 5

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 3 | 1 | 8 |

| File Description | Document |
|------------------|----------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |

**6.5.4 Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

**Response:** C. Any 2 of the above

| File Description | Document |
|------------------|----------|
| Details of Quality assurance initiatives of the institution | View Document |

**6.5.5 Incremental improvements made during the preceding five years** *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

**Response:**

**Post NAAC – 2011 analysis** was done and SWOT analysis was carried out. It ensures incremented quality improvement and progressive performance in all academic, administrative and financial tasks;

| Action Recommended | Action Initiated |
|--------------------|------------------|
| **Involvement of teachers in Research needs** | • New Research Cell - ANVESHANA was constituted. Around published in Conferences. 60 faculty papers, 20 students' pape in reputed journals. Around 20 students' papers are published<br>• Around 30 Quality Enrichment programs were conducted.<br>• Around 98 faculty members are supported with financial aid f enrichment programs Post NAAC 2nd Cycle.<br>• International conference on Convergence of Science, Engineer Management in Education and Research - ICCSEM2013 was September-2013. |

| | |
|---|---|
| | • Totally **Five** project proposals are submitted and 30 lakhs proj granted from UGC. |
| **Roaster system in admissions** | • UG admissions are made with improved implementation of th<br>• PG admissions are through PGCET – KEA allotment. |
| **Feedback mechanism from stake holders** | • Structured and formal feedback mechanism from the stake hol place.<br>• The stake holders' feedback is highly considered and action is |
| **Use of ICT in teaching** | • IQAC initiated improved use of ICT in teaching learning. Proc strengthened by using more ICT tools and techniques.<br>• The usage of PPt's, Animated PPt's, videos, online tests for ev Slide share website, usage of LMS tools like SPSS, "Canvas" |
| **Certification courses, Value added programs** | • **Three** university approved certificate courses were conducted programs and **Eight** Value added were conducted.<br>• Certificate/training programs from SAP B-One, ICICI, Birla S IIM-C Carpedium, Beta plus, Reliance Money, "CompTia" et Around **350 students** were certified |
| **IQAC strengthening** | • The IQAC cell for 3rd cycle was constituted in the true spirit s activities.<br>• All the quality initiatives of the college were routed through v IQAC.<br><br>• IQAC conducted regular meetings with the internal and exter enhance and assure quality. |
| **Industry linkages** | • Totally **Seven** Industry collaborations were established for Tr and Certificate programs. |
| **Computerization of library** | • Library software - Libsoft 10.0.0 purchased during in the year of Rs, 1,37,700<br>• Institutional membership from IIMB library & British council<br>• Data entry & barcoding of 40,000 books - OPAC search facili 11.158/opac.<br>• EBSCO, e-journals were subscribed.<br>• The library have 135 educational CDs and 553 free eBooks.<br>• INFLIBNET e-shodhsindu membership. |
| **Students' participation in sports activities** | • Sports Club conducts sports activities/competitions and select sent to participate in state, national and international level com students are awarded in national and international level compe |

| | |
|---|---|
| **Introduction of Staff Welfare Schemes** | • Appropriate Staff welfare schemes as per the Govt., norms we with immediate effect. |
| **Basic Science courses need to be strengthened** | • IQAC stressed on the importance of practical in pure sciences mathematics. |
| **Activities of Alumni Association and Parent-Teacher association** | • For better industry linkage, periodic Alumni meetings were co<br>• Alumni students offered 3 training programs, 26 internships a to the current students. |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 5

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 1       | 0       | 2       |

| File Description | Document |
|------------------|----------|
| List of gender equity promotion programs organized by the institution | [View Document](#) |

### 7.1.2

**1.Institution shows gender sensitivity in providing facilities such as:**
    **1.Safety and Security**
    **2.Counselling**
    **3.Common Room**

**Response:**

    1.**Safety and Security**

The institution has 'Facilities Department' under the management, which will take care of the security of the campus. The security guards are available 24 x7 within the campus. Further CCTV's are installed at appropriate locations.

The Institution has appointed a separate women warden for girl's hostels and male warden for boy's hostel. All students are covered by health insurance from TTK Health Care.

- First aid box is made available in all the departments.
- Sagar Hospital is available within the campus for any health related emergencies.
- Ambulance service is available 24 x 7 with the following contact details: Sagar Hospitals : bsk105@sagarhospitals.in , Ph:080-42999999

Awareness is created in the campus for safety and security of all the students. In respect of the fresher's joining the institution, an Anti-Ragging Cell ( Prabhal )is set up.

1. **Counseling**

The College has established a special Cell **"PARAAMARSHA"** for the Counselling of the students and Professionals. This Cell addresses the diverse social, mental and professional challenges of the heterogeneous group.

The cell provides guidance to the students to improve their overall personality and help them to meet challenges in their life.

The Vision is to assist and groom the individuals to meet the social, mental and professional challenges for the endurance in the fast paced life.

The Mission is---

* To provide all – inclusive support services to the students.
* To help the individuals become result- oriented and self motivated in their endeavours.
* To make individuals socially and intellectually resourceful for the society. The main objective of counselling is to bring about a voluntary change in the individuals. For this purpose the counsellor provides facilities to help achieve the desired change or make the suitable choice.

* To encourage and develop special abilities and right attitudes for successful endeavours.

1. **Common Room**

The College has set up common room for girls and boys to provide privacy and recuperation. Especially for girls there is a separate room which has bed, pillow, and blankets, tube light, fan, first-aid box, and glucose, sanitary napkins and housekeeping helper.  Apart from this we have Sagar Hospital within the campus for any health related emergencies. Ambulance service is available 24 x 7 at Sagar Hospitals : bsk105@sagarhospitals.in , Ph:080-42999999

**7.1.3 Alternate Energy initiatives such as:**

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 50

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 150

7.1.3.2 Total annual power requirement (in KWH)

Response: 300

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | View Document |

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 70

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 35

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 50

| File Description | Document |
|---|---|
| Details of lighting power requirements met through LED bulbs | View Document |

**7.1.5 Waste Management steps including:**
- **Solid waste management**
- **Liquid waste management**
- **E-waste  management**

**Response:**

- **Solid waste management**

**Solid waste generated per day: 3 Tonnes/day**

Solid waste generated in the campus is segregated from other waste and accumulated in a designated secluded place and it is disposed off BBMP – local body once in 3 days.

- **Liquid waste management**

**Liquid waste generated:  50KL / per day**

The liquid waste generated in the campus (including the liquid waste generated in the canteen) is processed through a **Sewage Treatment Plant** installed in the campus.

This waste water is taken to STP for tertiary treatment (Extended Aeration-ASP). The recycled water is used for gardening /horticulture.

- **E-waste management**

The E-waste generated is largely reused. Old and obsolete computers, printers and other equipments which are discarded by the department are sent to the central store at EDP. Salvageable parts are reused in other defective systems and making it in working condition.

## 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

The college campus is on a hilly terrain and is suitable for rain water harvesting. The campus has small check bunds/trenches to arrest rainwater during rainy season. The rainwater/runoff water is collected in harvesting pond constructed near parking area.

Further, an open well which is situated within the campus is also used for rainwater harvesting. The collected rain water is used for lawns and garden in the campus. Point recharge measures are taken to protect bore wells for sustainability of water management. ( Kindly see attachment)

**Structure: Suitable design as recommended and approved by Bruhat Bengaluru Mahanagara Palike.**

**Utilization: 10 lakhs liters per Annum**

**Recycling: 20KLper day.**

## 7.1.7 Green Practices

- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

- **Students, staff using**

1. **Bicycles**

Students and staff members are made to understand that cycling is good for health and is eco-friendly. To imbibe this culture **"Go – green"**, "**Cycle Chalao**" and **"Edu-air"** Campaigns were conducted to bring in the awareness about environment and our home land Earth.

**Eco Club has conducted a survey** and this has resulted that **31% of the people in DSCASC.**

1. **Public Transport**

The students and staff are motivated to use Public Transport educating them on the cost and safety advantages of the system.

**Survey reveals that 66% of the population utilizes public transport as a mode of transportation.**

1. **Pedestrian Friendly Roads**

Any vehicle is not allowed inside the campus to make the roads pedestrian friendly.

**Survey by Eco-Club finds 87.69 % of People agree that DSCASC roads are pedestrian friendly.**

- **Plastic Free Campus**

An awareness is created among the students and staff that plastic is not eco-friendly. At the same time plastic is a poison for the living beings.

**Survey by Eco-Club finds 93.64% are in favour of imposing a ban on plastic and paper tea cups.**

- **Paperless Office**

The importance of making Paperless, not only our offices but also the whole campus is spread across and result in reflected in the survey conducted by Eco club:

**Survey finds 90.36% of the people in the campus felt that paperless campus contributes significantly to the prevent deforestation and eco-friendly atmosphere.**

- **Green Landscaping with Trees and Plants**

The DSCASC campus is full of well maintained greenery.

**The survey indicated 86.55% of the people feel there is enough greenery in the campus and 89.42% feel the greenery in the campus is pleasant and eco-friendly.**

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 1.63

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4.5 | 6.1 | 3.25 | 3.75 | 2.5 |

| File Description | Document |
|------------------|----------|
| Details of expenditure on green initiatives and waste management during the last five years | [View Document](#) |

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

**Response:** D. At least 2 of the above

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | View Document |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of Specific initiatives to address locational advantages and disadvantages | View Document |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 3

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 0 | 0 | 1 | 1 |

| File Description | Document |
|---|---|
| Details of initiatives taken to engage with local community during the last five years | View Document |

### 7.1.12
**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

| File Description | Document |
| --- | --- |
| Provide URL of website that displays core values | [View Document](#) |

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

| File Description | Document |
| --- | --- |
| Details of activities organized to increase consciousness about national identities and symbols | [View Document](#) |

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 03

| File Description | Document |
| --- | --- |
| List of activities conducted for promotion of universal values | [View Document](#) |

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

DSCASC fondly remembers the efforts of various personalities who fought in our freedom struggle. Every

year on occasion of various birth/death anniversaries the following events are conducted regularly in our college.

**Swami Vivekananda Jayanthi:-  On 12th of January Swami Vivekananda** birth anniversary was celebrated with an appeal to people to take oath to protect the ideals and thoughts of Swami Vivekananda. The day is celebrated as "National Youth Day". In 2017 the week was celebrated as **"National Youth Week"** with more than 300 students participating in rally to awareness about the teachings of Swami Vivekananda among the public. Various events like debate and poster presentation were created to pay respect and remember the preaching's of the social reformer, philosopher and great thinker Swami Vivekananda.

**Republic Day –** On 26th January each year Republic Day is celebrated by hoisting the flag. Cultural programs are organized to mark the occasion followed by the speech by the Secretary, DSI.

**Independence Day celebration:** On 15th of August Independence Day was celebrated by hoisting the flag and giving tribute to our freedom fighters. Staff & students participate with full enthusiasm.

**Birth day of Sarvapalli Dr. Radhakrishnan (Teacher's Day):** On 5th September of every year students conduct the Teachers' Day by felicitating all the teachers and remembering Dr. Radhakrishnan and his contribution to our country.

**Gandhi Jayanthi -** Gandhi Jayanthi is celebrated on 2nd October every year as International  Non-Violence Day and also Swacctha Day. The students participate and take oath to carry message of peace and harmony that resonates with every Indian. Debate, pick and speak, creative writing, and essay competitions are organized to create a better understanding about the life of Gandhi.  A rally was conducted to propagate the mission of **"Sanitation For All".** The students of DSCASC participated in Swacch Bharat Abhiyaan by clearing debris in the surrounding areas of the college. A rally was also organized to carry the message of cleanliness.

**Birth Anniversary of Sardar Vallabhai Patel 'Rashtriya Ekta Diwas':** Oct 31st has been announced as **'Rashtriya Ekta Diwas'** which also coincides with the death anniversary of **Smt. Indira Gandhi** . On this day programs are organized to educate the students on the role of Sardar Vallabhai Patel in uniting India immediately after the Independence. Similarly Smt. Indira Gandhi is also remembered for her contribution to our country. About 300 students participated in the 'Run for Unity' marathon.

**7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

**Response:**

Yes, The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. Online admission and fee payment system shows its transparency.

AAA (**Academic and Administrative Audit Cell "Navarathna"**) of the IQAC of DSCASC strives to be a constant facilitator to the teaching and administrative staff of DSCASC in bringing to the fore their full potential in terms of academic excellence and administrative efficiency.

Administrative audit in the given context may be understood as an audit that relates to all non-academic / non-curriculum related aspects relating to academic delivery and students such as- admission process, payment of fee, enrollment for co-curricular activities, maintenance and retrieval of students records. Academic Audit seeks to provide an assurance as to the quality of education through prescribed ground rules for adherence by both teaching staff and students.

## 7.2 Best Practices

**7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

**Response:**

**PRAKRUTHI  - the Eco Club to Create Environment Awareness and Consciousness**

**Objectives of the Practice:**

Eco - Club   PRAKRUTHI plays an important role in creating environmental awareness amongst the students, faculty and the community. Its objectives are:

1. To motivate the students and faculty to keep their surroundings clean and maintain greenery.

2. Promote ethos of conservation of water by minimizing the use of water/recycling the water

3. Create awareness and bring in habits and life style for minimum waste generation, source separation of waste and disposing the waste.

4. Sensitize the students to minimize the use of plastic bags and not to throw them in public places.

5. Organize tree plantation programs and organize awareness programs.

6. To conserve the energy and water in the campus.

**The Context**

Eco friendly or environmentally friendly is becoming more and more important. The term Eco-friendly goes beyond just turning off lights when we leave the room or separating garbage for recycling – it is about changing the purpose of how we live.

The vision of Eco-Club is to create an Eco-friendly conducive, clean and healthy environment in DSI campus. The mission is to articulate environmental mission and goals effectively, by continuous environmental improvement and promote re-use, recycle resources and conserve energy.

 Eco- Club of DSCASC is a platform on which the students and faculty are made to understand the importance of environment and contribute to improve environmental friendly atmosphere.  The club offers the programs and activities to encourage them to minimize the pollution, plant trees, and vegetation and develop greenery in the campus. The club also acts as a bridge between the students and management of

the college to bring-in eco-friendly environment in the campus.

**The Practice:**

The eco-club has been instrumental in creating awareness among students and faculty on the need for maintaining cleanliness, develop greenery in the environment.  For this purpose campaigns are held in and around the campus. Some of the examples are planting of saplings, planting medicinal plants,  creating greenery, hold road shows on need for maintaining greenery and cleanliness, make campus pollution free ( creation of smoking free zone, prohibiting vehicular traffic in the campus etc.,) holding of  awareness programs like quiz, Essay, painting competition, rallies, poster and chart presentations etc in respect of environmental issues and educate the students on eco-friendly environment.

For the purpose of achieving our objectives the need for the co-operation of the college management is very important. The Eco-club has been instrumental in  creating a bridge between the students and the college  management in the matter of creating an eco-friendly environment.  We are very happy to say that the college management is very pro-active in this regard. Eco-club members constantly keep in touch with the facilities department of the college by holding frequent meeting on creating environmental friendly atmosphere.

 Invited talks by Environmentalist from 'Edulanes' have motivated our faculties and students to create a 'SEED Community Club' to promote social work and social development initiatives among the society with the ultimate aim of promoting an environment friendly society and a society that cares for nature and wishes to give back to the nature. The entire team of Eco-Club is thankful to the management for constant support regarding following activities:

1. Setting up of water recycling plant to conserve water and use the recycled water for gardening to create greenery in the campus.
2. For taking up more and more of rain water harvesting (RWH) measures in the campus.
3. Restricting vehicular traffic within the DSI campus ( 29 acres of campus)
4. Replace the CFL bulbs in place of normal bulbs to save energy
5. Segregation and Disposal of solid waste, liquid waste and E-waste effectively.
6. Setting up of solar energy plants ( renewable energy) for conserving power
7. Creation of "No-Smoking zone"  in DSI – making rules in this regard

**Evidence of Success**

Co-operation and co-ordination of students, faculty and the college management has resulted in creation of plenty of greenery with trees and garden in the DSI campus. DSI campus is considered as one of the most beautiful campuses in the city of Bangalore.

There has been a significant saving in the electricity and water because of setting up of solar energy plants, using of CFL bulbs and tubes, and effective RWH techniques. Proper arrangements are done for solid ,liquid and E-waste management. Solid waste generated in the campus is segregated from other waste and accumulated in a designated secluded place and it is disposed off  BBMP – local body once in 3 days.

The college campus is on a hilly terrain and is suitable for rain water harvesting. The campus has small check bunds/trenches to arrest rainwater during rainy season. The rainwater/runoff water is collected in harvesting pond constructed near parking area.

Further, an open well which is situated within the campus is also used for rainwater harvesting. The collected rain water is used for lawns and garden in the campus. Point recharge measures are taken to protect bore wells for sustainability of water management. Eco-club has conducted survey and campaign to generate awareness about environment.

**Problems Encountered and Resources Required**

The Eco-club has achieved significant success in meeting its objectives in making DSCASC campus as one of the best campuses in respect of cleanliness, greenery and conservation of energy.  In spite of this it encountered the following problems.

1. Initially it was difficult to convince the students to participate in the programs. Lot of persuasion was involved in inculcating the Eco-friendly culture among them.
2. Lot of meetings were held with the college management to convince them to create eco-friendly campus as it involves sizable expenditure in respect of setting up of Recycling plant, RWH techniques, CFL bulbs etc.,
3. Initially there was resentment among the students and faculty in respect of making the DSI campus spread across 28 acres as "traffic free zone".
4. Making the campus a  "No smoking zone" was a challenging task.
5. Faculty members had to spend extra hours to achieve the objectives of the eco-club

## PRACTICE - II

**Women Empowerment with Community Engagement**

**Objectives of the Practice:**

DSCASC has a vision to develop more confident and empowered women individuals and leaders. In this direction it has set up **PRERANA -** a Women empowerment and Prevention of Sexual Harassment Cell. It has following objectives:

1. To develop women in community who are equipped and passionate about leading organizations, businesses, schools, and agencies domestically and internationally
2. To create awareness among women in community to tackle sexual assault, sexual harassment, and intimate partner violence
3. To develop self-esteem and self-efficacy among the underprivileged women of the society
4. Promoting the empowerment of women through different educational programmes, both formal and non-formal

**The Context:**

Empowerment occurs within sociological, psychological and economic spheres and at various levels, such as individual, group and community, and challenges our assumptions about status quo, asymmetrical power relationship and social dynamics. Empowering women puts the spotlight on education and employment which are an essential element to sustainable development.

Since women's empowerment is the key to socio economic development of the community; bringing women into the mainstream of national development has been a major concern of government. The

ministry of rural development has special components for women in its programs.

DSCASC has successfully conducted **'Women Accomplished program'** in the year 2011-12 in connection with this program, Women Empowerment and Prevention of Sexual Harassment Cell **"PRERANA"** was set up to train girl students, faculties, housekeeping staff, and needy women of society in general to acquire wide range of skills and knowledge to develop their social, economic and intellectual capacities.

**The Practice:**

In connection with **'Women Accomplished program',** various activities are being conducted under Women empowerment and Prevention of Sexual Harassment Cell **'PRERANA'** to create awareness about the issues of women. These are as follows:

| Sl. No. | Activity | |
|---------|----------|---|
| 1 | Standout Academic Performers | |
| 2 | Barrier Free Research | |
| 3 | Guest Lecture on Sharing Your Entrepreneurial Journey by Mrs. Kausar Khan | |
| 4 | Basic course in IT for Homemakers | |
| 5 | Workshop on English Language and soft skills for Homemakers | |
| 6 | Women's Sports Day | |
| 7 | Pinkathon – Run to Lead | |
| 8 | 'Women accomplished'-- Valedictory program | |
| 9 | Seminar on Gender sensitization with special reference to Sexual harassment law at workplace **women**- by **Dr. Sapna, Principal, Bangalore Institute of Legal Studies** | |
| 10 | Seminar on Gender sensitization with special reference to Sexual harassment law at workplace **men**- by **Dr. Sapna, Principal, Bangalore Institute of Legal Studies** | |
| 11 | A workshop on 'Volunteer for a Better India' in association with 'Art of Living' foundation. | |
| 12 | Legal awareness about gender discrimination & equality rights by **Mrs. Anusuya K P (Assistant Pr & Practicing Advocate)** | |
| 13 | Dyuthi, an IT & Cultural fest | |
| 14 | **Girls in ICT day** by International Telecommunications Union to encourage girls and young women consider studies and careers in information and communication technologies (ICT ) | |
| 15 | Harassment of Women at Workplace (Prevention, Prohibition and Redressal) by **Mrs. Anusuya K Assistant Prof. & Practicing Advocate)** | |
| 16 | Digital Literacy Awareness Program | |
| 17 | Women's Sports Day | |
| 18 | Guest Lecture on Health Care for Women on 'Increased rate of infertility and causes behind it'— **Dr. Seema Rani M.V, Obstetrician & Gynecologist, MD Janani Birth 'n' Beyond)** | |
| 19 | Guest Lecture on 'The stage of Pre-Menopause & Post- Menopause' by **Dr. Seema Rani M Obstetrician & Gynecologist, MD Janani Birth 'n' Beyond & Dr. Latha Krishnan, Direc MBA-BU, DSCASC** | |

**Evidence of Success:-**

Girls in ICT Day was an initiative by International Telecommunications Union which was a global effort to encourage girls and young women to consider studies and careers in information and communication

technologies (ICT).

Oracle India in collaboration with SBI Foundation celebrated the Girls in ICT Day on 28 April, 2016. The girl students from all streams of specialization of DSCASC were invited to participate in the event to empower them with important developments in the field of ICT and the numerous career options in the technology sector.

Department of computer applications felicitated two (BCA/MCA) students with "Women Achievers" award for their efforts and interest to pursue their studies even after their marriage with the credit of being the top scorers of the batch.

The College has organized several productive programs under Women Empowerment Cell, Equal Opportunity Cell & Anti-Ragging Cell.

**Problems Encountered and Resources Required:-**

**Problems Encountered:**

1. The women students, in the beginning were not enthusiastic to participate in the deliberations. Some students were reluctant to cross their academic borders affecting the successful conduct of awareness programs.
2. Girl students hesitate to talk on gynecologic problems, awareness on HIV/AIDS and about their health and hygiene issues. The recourse persons received discouraging responses.
3. Due to the busy schedule participation of women teachers in the programs was irregular.
4. Girl students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers. Mentor & mentee sessions were strengthened to address the issues.

**Resources Required**

1. A compact seminar hall.
2. Fund to print broachers and handbooks.
3. Time management with resource persons.
4. Board, marker, stationery, projector& refreshment.

## 7.3 Institutional Distinctiveness

**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

**Response:**

**Institutional Social Responsibility**

Dayananda Sagar College of Arts Science and Commerce has an Internal Quality Assurance Cell IQAC

which conducts Institutional **Social Responsibility campaign under the cell "DISHAA" (Dayananda Sagar Institution for Societal Health and Adventure Activities).**

ISR (Institutional Social Responsibility) is the process by which an Institution thinks about and builds its relationships with stakeholders for the common good, and express its commitment in this regard by adoption of appropriate processes and strategies.

ISR activities in DSCASC have been taking place since long but in the year 2015 ISR Club with Name DISHAA was registered with YMCA (Young Men's Christian Association) and all the activities related to ISR are taking place under the same name.

**Vision**

The vision of the cell is to create passionate individuals to achieve excellence and move beyond, by inculcating sense of responsibility in the student to create a society free of evil and to create a socially responsible society where everyone can lead life with dignity and are treated equally.

**Priority**

Our priority is to prepare students to be more responsible leaders and to give them opportunities to get engaged in activities in their communities. Social responsibility is a duty each and every individual has to perform so as to maintain a balance between the economy and the ecosystems. We are grooming our students to focus their attention towards social responsibility as a citizen.

**Activities**

- Our students visited Old age home of Sri Ambigara Chowdaiah Shikshna Samshte, ISRO Layout, Bengaluru. The students entertained them by performing dance, song. They shared pillows and confectionary items.
- Our students visited **Mathruchhaya trust** for under privileged children and entertained them by performing dance, song, telling stories and taking about health and hygiene. They shared notebooks, pens & confectionary items.
- 10-day summer camp at the Amruthahalli Government School for the underprivileged children.
- Visit to Ramana Maharshi Academy for the Blind & Donated Cash, Play Equipments, Blind Braille Slates, Water Filter, Blankets, White Canes.

- A Blood Donation Camp was conducted in association with Lions Club Bangalore West.Around 150 faculty members & students donated blood.

**Programs Conducted**

- **Act Now - A workshop 'Volunteer for a Better India' was organized** in **association with 'Art of Living'** foundation . Around 400 students were addressed at Dr. C D Sagar auditorium, DSI. Various issues like HIV and AIDS, the declining child sex ratio, sexual and reproductive health affecting youth, environmental sustainability, drug and substance abuse, inequality in education and entrepreneurial opportunities, corruption and child protection were addressed.
- The students with the help of MUST members took 30 children to Visvesvaraya Museum and they explained how things work, how it make work easy. Our students provided the lunch to the children

with fruit and sweets.

- To propagate mission of **'sanitation for all'** the students of all the departments of DSCASC went to the park at Kumaraswamy Layout, Bangalore.
- **'Run for unity'** marathon was organized under the aegis of Rashtriya Ekta Diwas commemorating the birth anniversary of Sardar Vallabhabhai Patel.

# 5. CONCLUSION

## Additional Information :

Dayananda Sagar Institutions (DSI) group stands testimony to devotion, dedication and passion of its founder. The institutions' group offers courses  characterized by the quality of education across a broad range of disciplines from pre-university courses to post-graduation and doctoral programs covering Engineering, Dental Sciences, Biological Sciences, Arts, Commerce, Sciences, Pharmacy, Health Care Education, Nursing, Allied Health, as well as Business Management and Information Technology.

The Dayananda Sagar Institutions (DSI) group is operating from three campuses in Bengaluru, namely the original campus of Kumaraswamy Layout, second in Kanakapura Road, Udaypura, and third one is in Hosur Main Road, Kudlu Gate, Begur Hobli. The group in 2015 launched its own university under the name "**Dayananda Sagar University**". The Dayananda Sagar Institutions group is now under the leadership of **Dr. Hemachandra Sagar** as the Chairman and **Dr. Premachandra Sagar** as the Vice Chairman & CEO.

## Concluding Remarks :

The DSCASC students regularly participate in the management fests, cultural programs, debate competitions, sports events and win prizes. Faculty members of DSCASC participate and various seminars, workshops and conferences as resource persons, paper presenters, and speakers. The faculty members regularly publish their research works in reputed journals and also publish their articles in other periodicals.

The DSCASC is committed to excellence in education. In this direction it is striving hard to get its students the best of exposure to various courses - besides the regular curriculum of the Bangalore University - that fulfill their dream to get into best career. These courses are industry driven and on latest developments in the respective fields. In our institution students talents are tapped to their full potential. The path is shown for a student's achievement of excellence. All the faculty members strive hard to explore the potential and realize the dream of every student in being successful in academic as well as his/her real life.

DSCASC has plans to introduce few more courses in the form of add-on programs to bridge the gap between the institutions and ever changing market. The institution is chalking out plans to allow students to pursue professional certifications in parallel with their regular courses. The institution is striving hard to continuously improve the academic results of the students and get them better placements. The institution has plans to pursue students in large scale to choose entrepreneurial path to contribute to the nation's economy.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | Number of certificate/diploma program introduced during the last five years<br><br>**1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years**<br>Answer before DVV Verification:<br><br>_(table below)_<br><br>Answer After DVV Verification :<br><br>_(table below)_ |

**1.1.2** — Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 0 | 0 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 1 | 1 | 0 | 0 |

**1.1.3** Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 3 | 2 | 1 | 0 | 0 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 2 | 1 | 1 | 0 | 0 |

Remark : As per the HEI data attached.

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

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

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1045 | 1360 | 1706 | 1563 | 1765 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1045    | 1360    | 1706    | 1563    | 1765    |

| 1.3.3 | Percentage of students undertaking field projects / internships |
|-------|------------------------------------------------------------------|
|       | 1.3.3.1. Number of students undertaking field projects or internships<br>Answer before DVV Verification :  541<br>Answer after DVV Verification: 246 |
| 1.4.1 | Structured feedback received from<br><br>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise<br>Answer before DVV Verification : A.Any 4 of the above<br>Answer After DVV Verification: A.Any 4 of the above |
| 1.4.2 | Feedback processes of the institution may be classified as follows:<br><br>Answer before DVV Verification : C. Feedback collected and analysed<br>Answer After DVV Verification: C. Feedback collected and analysed |
| 2.1.2 | Average Enrollment percentage<br><br>(Average of last five years) |

2.1.2.1. Number of students admitted year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 721     | 756     | 947     | 924     | 935     |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 721     | 756     | 947     | 924     | 935     |

2.1.2.2. Number of sanctioned seats year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1380    | 1562    | 2024    | 2014    | 2034    |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1012    | 1412    | 2024    | 2014    | 1974    |

| 2.4.2 | Average percentage of full time teachers with Ph.D. during the last five years |
|-------|--------------------------------------------------------------------------------|

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years
Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 17 | 18 | 21 | 21 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 9 | 9 | 9 |

Remark : The HEI has not uploaded any data.

| 2.4.4 | Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years<br><br>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>|---------|---------|---------|---------|---------|<br>| 1 | 0 | 1 | 1 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |<br>|---------|---------|---------|---------|---------|<br>| 0 | 0 | 0 | 0 | 0 |<br><br>Remark : As per the HEI data attached.None of the attachments are eligible |
|---|---|
| 2.6.3 | Average pass percentage of Students<br><br>2.6.3.1. Total number of final year students who passed the examination conducted by Institution.<br>Answer before DVV Verification :  605<br>Answer after DVV Verification: 605<br>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution<br>Answer before DVV Verification :  703<br>Answer after DVV Verification: 689<br><br>Remark : As per the attached data |
| 3.1.2 | Percentage of teachers recognised as research guides at present<br><br>3.1.2.1. Number of teachers recognised as research guides<br>Answer before DVV Verification :  5<br>Answer after DVV Verification: 02 |

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| | |
|---|---|
| | Remark : One Letter is for 2017-18 onwards. Only two more have been attached. |
| 3.3.4 | Number of research papers per teacher in the Journals notified on UGC website during the last five years<br><br>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years<br>Answer before DVV Verification: |

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 7 | 4 | 1 | 1 | 3 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 7 | 4 | 1 | 1 | 3 |

| 3.4.3 | Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years<br><br>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<br>Answer before DVV Verification: |
|---|---|

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 2 | 11 | 5 | 3 | 0 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 1 | 2 | 2 | 1 | 0 |

| 3.4.4 | Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years<br><br>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years<br>Answer before DVV Verification: |
|---|---|

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 750 | 600 | 500 | 200 | 150 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 600     | 600     | 500     | 200     | 150     |

| 3.5.1 | Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years<br><br>    3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years<br>Answer before DVV Verification:<br><br>{{TABLE1}}<br><br>Answer After DVV Verification :<br><br>{{TABLE2}}<br><br>    Remark : No data has been attached by the HEI |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Answer before DVV Verification (3.5.1):

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 4       | 2       | 0       | 0       |

Answer After DVV Verification (3.5.1):

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

| 3.5.2 | Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)<br><br>    3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)<br>Answer before DVV Verification: |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Answer before DVV Verification (3.5.2):

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 2       | 0       | 0       |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 01      | 00      | 1       | 0       | 0       |

    Remark : The HEI has provided only two MoU on stamp paper viz. Reliance and ICICI for training of their students on payment of fees. The MoU's are outsourcing Add-on courses to a training agency.

| 4.1.3 | Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc |
|-------|---------------------------------------------------------------------------------------------------------|

| | |
|---|---|
| | 4.1.3.1. Number of classrooms and seminar halls with ICT facilities<br>Answer before DVV Verification : 18<br>Answer after DVV Verification: 18<br><br>Remark : The HEI has not attached any additional document in support of its claim. As per the HEI data attached in SSR. |
| 4.2.3 | Does the institution have the following:<br><br>1. e-journals<br><br>2. e-ShodhSindhu<br><br>3. Shodhganga Membership<br><br>4. e-books<br><br>5. Databases<br><br><br>Answer before DVV Verification : A. Any 4 of the above<br>Answer After DVV Verification: C. Any 2 of the above |
| 4.2.5 | Availability of remote access to e-resources of the library<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
| 4.2.6 | Percentage per day usage of library by teachers and students<br><br>4.2.6.1. Average number of teachers and students using library per day over last one year<br>Answer before DVV Verification : 189<br>Answer after DVV Verification: 47<br><br>Remark : As per the data attached |
| 5.1.4 | Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years<br><br>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1455</td><td>1553</td><td>1900</td><td>1744</td><td>1979</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>567</td><td>656</td><td>523</td><td>745</td><td>635</td></tr></table> |

| 5.1.6 | The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
|---|---|
| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year<br><br>   5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years<br>Answer before DVV Verification:<br><br>

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 54 | 38 | 36 | 28 | 21 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 4 | 4 | 4 | 4 | 4 |
 |
| 6.2.3 | Implementation of e-governance in areas of operation<br><br>   1. Planning and Development<br>   2. Administration<br>   3. Finance and Accounts<br>   4. Student Admission and Support<br>   5. Examination<br><br>Answer before DVV Verification : A. All 5 of the above<br>Answer After DVV Verification: D. Any 2 of the above |
| 6.3.3 | Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years<br><br>   6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years<br>Answer before DVV Verification:<br><br>

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 7 | 14 | 5 | 4 | 2 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 7 | 13 | 5 | 4 | 2 |
 |
| 6.3.4 | Average percentage of teachers attending professional development programs viz., Orientation |

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|  | Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years<br><br>6.3.4.1. Total number of  teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years<br>Answer before DVV Verification:<br><br>Answer After DVV Verification :<br><br>Remark : Removing duplicates in the HEI data |
|---|---|

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 41 | 25 | 40 | 10 | 22 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 41 | 25 | 37 | 10 | 22 |

| 7.1.1 | Number of gender equity promotion programs organized by the institution during the last five years<br><br>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years<br>Answer before DVV Verification:<br><br>Answer After DVV Verification : |
|---|---|

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 4 | 0 | 1 | 0 | 2 |

Answer After DVV Verification :

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 2 | 0 | 1 | 0 | 2 |

| 7.1.9 | Differently abled (Divyangjan) Friendliness Resources available in the institution:<br><br>1. Physical facilities<br>2. Provision for lift<br>3. Ramp / Rails<br>4. Braille Software/facilities<br>5. Rest Rooms<br>6. Scribes for examination<br>7. Special skill development for differently abled students<br>8. Any other similar facility (Specify)<br><br>Answer before DVV Verification : B. At least 6 of the above<br>Answer After DVV Verification: D. At least 2 of the above |
|---|---|
| 7.1.10 | Number of Specific initiatives to address locational advantages and disadvantages during the last five |

| | |
|---|---|
| | years     7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1</td><td>1</td><td>1</td><td>2</td><td>1</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> |
| 7.1.11 | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)<br><br>    7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>2</td><td>1</td><td>2</td><td>3</td><td>2</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table> |
| 7.1.12 | Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
| 7.1.14 | The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
| 7.1.17 | Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :03<br>    Remark : Celebrations of Teachers's Day or Jayanti do not form part of this Metric unless the activities conducted have theme and aim of promotion of universal values (Truth, Righteous conduct, |

| | Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties |
|---|---|

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | Number of courses offered by the institution across all programs during the last five years<br>Answer before DVV Verification :  7<br>Answer after DVV Verification : 1965 |
| 1.2 | Number of self-financed Programs offered by college<br>Answer before DVV Verification :  5<br>Answer after DVV Verification : 7 |
| 2.1 | Number of students year-wise during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1734</td><td>1948</td><td>2298</td><td>2396</td><td>2498</td></tr></table><br>Answer After DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>1716</td><td>1948</td><td>2298</td><td>2396</td><td>2498</td></tr></table> |
| 2.3 | Number of outgoing / final year students year-wise during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>667</td><td>681</td><td>674</td><td>793</td><td>736</td></tr></table><br>Answer After DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>678</td><td>681</td><td>674</td><td>793</td><td>736</td></tr></table> |
| 2.4 | Total number of outgoing / final year students<br>Answer before DVV Verification :  544<br>Answer after DVV Verification : 3562 |
| 3.2 | Number of full time teachers year-wise during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>66</td><td>69</td><td>85</td><td>88</td><td>95</td></tr></table> |

Answer After DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 62      | 69      | 85      | 88      | 95      |

| 3.3 | Number of sanctioned posts year-wise during the last five years |
|-----|---|

Answer before DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 86      | 97      | 115     | 120     | 120     |

Answer After DVV Verification:

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 86      | 97      | 115     | 120     | 120     |

| 3.5 | Number of teachers recognized as guides during the last five years<br>Answer before DVV Verification :  5<br>Answer after DVV Verification : 2 |
|-----|---|
| 3.6 | Number of full time teachers worked in the institution during the last 5 years<br>Answer before DVV Verification :  35<br>Answer after DVV Verification : 143 |
| 4.4 | Unit cost of education including the salary component(INR in Lakhs)<br>Answer before DVV Verification :  39793.79<br>Answer after DVV Verification : 0.3845 |
| 4.5 | Unit cost of education excluding the salary component(INR in Lakhs)<br>Answer before DVV Verification :  13743.75<br>Answer after DVV Verification : 0.013305 |