



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **MODERN EDUCATION SOCIETY'S M. M. ARTS AND SCIENCE COLLEGE**

**MODERN EDUCATION SOCIETY'S M. M. ARTS AND SCIENCE COLLEGE, SIRSI,  
VIDYANAGAR, SIRSI, UTTARA KANNADA DISTRICT**

**581402**

**[www.mmcartsandsciencesirsi.co.in](http://www.mmcartsandsciencesirsi.co.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Modern Education Society's M. M. Arts and Science College, Sirsi, was established in the year 1962. The institution has put its 61 years of excellence and glorious service to the nation. The funding status is Grant-in-aid and UGC-recognized. The college is permanently affiliated with Karnataka University, Dharwad, and is recognized by UGC under 2(f) and 12B. The college spearheads transformation in education with UG and PG programs. This premier institution offering value-based education to students is a landmark of quality education. Institution especially devoted to the enlightenment and empowerment of rural boys and girls in an agriculture-based rural area in the district of Uttar Kannada, Karnataka State.

The then Member of the Legislative Council from Sirsi, a person with a lot of social concern and educationist Shri. Timmappa Hegde Motensar took leadership to which the then Chief Minister of Karnataka State Shri.S. Nijalingappa and the then Finance Minister Shri Ramakrishna Hegde supported him. In their period sprawling 120 acres of forest land was granted to MES free of charge. So, the first year of college started in June 1962 with Arts and Science subjects. This first college was named Modern Education Society's Motensar Memorial Arts and Science College as a tribute to the late Shri. Timmappa Hegde Motensar.

Modern Education Society's M. M. Arts and Science College has adequate Infrastructure facilities both for Academic and co-curricular activities. Infrastructural facilities are available for academic, co-curricular, and extracurricular activities. Spacious and well-furnished classrooms, laboratories, computer labs, Museums, medicinal plants, an Audio-Visual Hall, a Central library with reading rooms for girls and boys, and an assembly hall are the highlights of the infrastructure. So far, we have 37 ranks at the university level and our scout and guide students got 6 RajyaPurskar for their outstanding performance. The College has to its credit three cycles of re-accreditation by NAAC, securing a 'B' Grade in the first cycle (2004), 'A' Grade in the Second cycle (2011), and 'B' Grade in the third Cycle (2018). The institute strives to inculcate professionalism in the youth of our nation with an emphasis on the upliftment of rural society.

### **Vision**

#### **Vision:**

“Nation Building through Human Resource Development. Enabling the Learners to face the Challenge of changes with an Emphasis on Individuality and Innovation”.

### **Mission**

#### **Mission:**

“Empowering the Learners with Knowledge and Skills required for Employability.

Enhancing their Competency by imparting Quality Education with a focus on Nurturing of Values”

## Goals and Objectives of the College

- \* To impart education to all interested persons irrespective of Caste, religion, sex, academic performance, or economic status.
- \* To improve the academic standard of all the students enrolled.
- \* To provide self-employment and Career guidance.
- \* To develop the Human resource.
- \* To encourage the personality development programs mainly under the following heads:
  - a) General Knowledge enhancement.
  - b) Art & Culture orientation.
  - c) Communication Skill development.
  - d) Leadership quality building.
  - e) Social responsibility awareness creation.
  - f) Physical health improvement.
  - g) Environment awareness creation.
  - h) Sports talent improvement.
  - i) Sportsman spirit inculcation.

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

### Institutional Strength

- Mission to impart quality education to all.
- A rich history of 61 years.
- A committed and visionary management.
- The first College to be established with the vision of developing the integrated personality of the students through the instrumentality of education and service as visualized by Shri. Timmappa Hegde Motensar a great visionary and architect of M. M Arts and Science College.
- Teamwork through decentralization and delegation of authority and responsibility.
- An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation, and sustenance of the overall quality of the institution.
- A 25-acre green campus.

- Adequate number of spacious classrooms, department rooms, and laboratories with furniture provide a comfortable learning space.
- A spacious library automated with e-Lib library software and equipped with online resources, Inflibnet N-List, and Digital Library.
- Audio Visual Library.
- Our Library is the biggest independent library in the district.
- A unique history and archaeological museum.
- Well-equipped Bio-technology laboratory.
- Adequate sports facilities for indoor and outdoor games
- Meritorious University toppers who have excelled in academics.
- Conferences, seminars, workshops, and invited talks expose students to the best minds and evolving fields of research.
- MOUs with reputed organizations.
- Active NSS, NCC, Scouts and Guides, and Red Cross unit which organize special camps and other social services and outreach programs.
- Support to meritorious, poor deserving, and backward students through scholarships and financial aid from the Government, the Management (Endowment Prizes), and local organizations.
- Additional empowerment of students through crash courses in Yoga, Tailoring, etc.
- Active placement cell, Effective Career Guidance, and Counselling to render campus recruitment.
- Highly qualified, competent, and committed faculty with a potent combination of experience and enthusiasm.
- Faculty members attend Faculty Development and Refresher programs.
- Health center with all modern facilities adjacent to the college.

### **Institutional Weakness**

- Need to initiate exchange programs and collaborations with other universities and institutions both at the national and international levels.
- Need to fill vacant posts on a priority basis.
- Students from rural areas are striving to meet national and global standards in education and facing language barriers.
- Need to initiate mobilization of resources.

### **Institutional Opportunity**

- Effective utilization and strengthening of alumni for quality enhancement.
- Potential to introduce interdisciplinary courses and programs.
- To implement Autonomous status.
- Construction of a hostel for boys who come from distant places.
- More research collaborations with national and international agencies and institutes are to be made.

### **Institutional Challenge**

- To expedite the filling up of vacant positions.
- More placements in core companies.
- Maintaining a balance between traditional courses and requirements of professional skills.
- Encouraging Students to Competitive Examinations.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curricula for the UG & PG programs have been formulated in accordance with the guidelines of the affiliating university and are in tune with the Vision and Mission of the Institution. The college offers 02 UG Programmes – B.A., and B.Sc., and one PG Programme in commerce i.e., M.Sc. in mathematics affiliated to KUD Dharwad. The courses offered are carefully designed to keep up with the current trends of developing technology, entrepreneurial skill development, etc. The curriculum is aligned with the Program's Educational Objectives, Program Outcomes, Program Specific Outcomes, and Course Outcomes.

The institution adheres to the norms prescribed by the affiliating University with respect to the Continuous Internal Evaluation (CIE) System. The students are made aware of the academic calendar. Curricular review and development are done regularly to keep in pace with developments in respective fields to meet the requirements of academia, industry, profession, and society. The faculty members are the members of the Board of Examiners of the parent university. As per the parent university guidelines semester system is followed for all UG courses and PG courses with Credit Based Choice System (CBCS) before 2021 and NEP after 2021.

Being an affiliated college institution does not have flexibility in developing a curriculum. Every effort is being made for the effective delivery of the curriculum. Academic processes in the college are streamlined, with timetables, workloads, and other administrative tasks prepared well in advance of teaching sessions. The intellectual teaching body is supported by relevant ICT. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programs, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. Experiential learning through projects and field trips is specifically facilitated. Feedback on the syllabus is obtained from the Students, Teachers, Alumni, and Employers.

### Teaching-learning and Evaluation

The enrolment of students in the Institution is done online and strictly in accordance with the norms of the University with complete transparency and displayed on the college website. The institution has a transparent admission process catering to students from diverse backgrounds and geographies, many from economically weakened sections of society, first-generation learners, and sports achievers. Every year, an Induction Program is conducted for newly admitted students, and Teachers play a vital role in this process. The Institute has well-qualified and experienced faculty to enrich the process effectively through ICT tools, in addition to traditional pedagogical teaching. The evaluation process is robust and transparent. Internal Assessment is conducted twice in each semester as per the guidelines of the University.

Detailed feedback and suggestions are given to students by faculty members for improvement. Students are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignments, analytical tests, practicals, and projects. For all the courses, the course outcomes are linked with the program outcomes and further, the indirect evaluation tools are linked to the program outcomes. The institution provides various knowledge-enhancing & self-learning programs, such as E-learning, digital library, aid-on certificate courses, national and international conferences enabling them to succeed in the competitive world. Special care is taken for slow learners by providing them with free books and conducting remedial coaching classes. We continuously strive for academic excellence.

Several activities were carried out by NSS volunteers, NCC, Red Cross, and Rovers and Rangers addressing social issues which include cleanliness, tree plantation, social interaction, Group discussion, Women empowerment, National Integrity, Health check-up camp, Blood Donation, etc. The evaluation process is robust and transparent. The institution has created an efficient grievance-handling mechanism. POs, PSOs, and COs are well-stated, displayed on the college website, and communicated to the students. The mechanism for the attainment of PO and PSO is put into place. The results are analyzed on all parameters. Student Satisfaction Survey is conducted every year.

The institution has organized through IQAC and the respective department several student and teacher-centric webinars during the coronavirus pandemic periods in particular and many invited talks throughout the academic cycle for the upgradation of the knowledge.

### **Research, Innovations and Extension**

The institution encourages the active involvement of teachers in research. **The institute has created a Research cell where research activities take place.** The institute encourages the teachers to attend conferences and publish papers in journals. Teachers are encouraged to pursue a Ph.D./ MPhil. **The members of the faculty are encouraged to visit Indian & foreign Universities for the enhancement of their knowledge, take up Minor Research Projects, and present papers in seminars & conferences.** Students are encouraged to undertake small projects on local themes and are guided by faculty members. The College has been successful in creating a research culture among the faculty and the students. There are 09 Ph.D. and 02 M.Phil. holders.

One faculty is recognized as a research guide by Hampi University, Ballari, Karnataka, and 2 students are pursuing Ph.D. under his guidance. **One of the faculty members was awarded the “Young Scientist project”.** The research activities carried out by the faculty members have resulted in the publication of about **16** research papers during the last 5 years. The College Parampara Koota under the Dept. of History conducts surveys /field studies of nearby historical places & monuments and creates awareness about Indian culture and tradition. From different departments focusing on the latest developments and research, State/National /International Webinars and Seminars/Conferences /invited talks were organized. Students are encouraged to participate in various extension activities that help the students in their holistic development. Extension activities conducted develop a sense of communal responsibility and also effectively sensitize young women and men of our college towards important social issues. Awareness of various social issues is created, among the campus community, through the conduct of workshops, camps, seminars, and talks. The institution has initiated various extension activities in the neighbourhood to address social, health, and sanitation issues. With its social wing, NSS, NCC, and YRC the college has identified varied needs of the society and conducted Swachh Bharat Abhiyan, polio eradication program, plantation drive, AIDS, traffic, and voting awareness programs, etc., in the last five years.

## **Infrastructure and Learning Resources**

The College was established in 1962 and is located in a calm and quiet campus area providing a fitting academic ambiance. The College stands amid great scenic beauty covered with coconut and mango grooves. The College has adequate infrastructural facilities. The Institution has been able to achieve academic and extracurricular excellence with facilities such as well-ventilated & furnished classrooms, a staff room, an administration wing, ICT enabled AV room, an auditorium, well-equipped Science laboratories, a computer laboratory, indoor & outdoor sports facilities, a cafeteria, a Mid-day meal facility, a students' consumer society (Souhardha Society), Employees Co-operative Society with separate reprographic facility, separate washroom for boys, furnished restroom, clean drinking water facilities, computer laboratory and ramp facility for the physically challenged.

The College has a separate Library Building with an Information Centre. It has a rich collection of UG and PG books. There are about **74k books** including journals and periodicals. The library is automated with e-Lib library software and equipped with online resources (**Inflibnet N-List and Digital Library**) and an audio-visual library. A dedicated digital library consists of e-books and e-journals. The college library has access to Inflibnet N-List for online access to e-resources. The institution has made every effort to give the best campus life through excellent infrastructure, and curricular, co-curricular, cultural, sports, and community-integrated activities.

## **Student Support and Progression**

The college believes in the holistic development of students. It provides a number of opportunities to participate in co-curricular and extension activities. It supports the students both financially and academically. Government and non-government scholarships are made available to students. The training for soft skills, Language and Communication Skills, Life skills, and ICT/Computing skills is given to the students for their overall development. The students are benefited from Competitive examinations and career-related counselling by the institute.

The institute has a transparent mechanism for timely Redressal of students' grievances including sexual harassment and ragging. The menace of ragging is viewed very seriously and the Anti-Ragging Cell takes all necessary measures to curb the ragging within the campus. The college campus is totally free from ragging activities and it is proved by not lodging a single case during the last 5 years. Alumni have contributed to the institute with activities such as interacting with present and students, The institute has arranged guest lectures, campus placements, and industrial visits. The Institution publishes the College magazine 'Mayoora' which offers an opportunity for the students to express their creativity.

The Placement Cell is proactive and has organized several skill development programs, career guidance, and campus drives to facilitate the placement of the students. The representatives of students are the members of various administrative bodies and academic committees. The college provides a plethora of opportunities for the students to showcase their hidden talents. As a result, they have excelled in Cultural and Management Activities in the last five years. The Physical Education department of the college is active and has been encouraging the students to participate in several indoor and outdoor sports activities. Many students excelled as university blues, gold medallists and rank holders.

## **Governance, Leadership and Management**

The vision and mission of the Institute are the keystones on which the governance of the institute takes place. It is reflected in the way decision-making takes place with the participation of teachers through various committees formed for the administration of activities of the institute. For making the system person-independent, decentralization, and participative management are embedded into the overall operations of the institute. With the help of the guiding document authorities and responsibilities of individuals have been clearly spelled out. As per Governmental rules, the college has implemented welfare schemes and a range of development-oriented programs for the teaching and non-teaching staff. Financial support is provided to faculty members to attend seminars, workshops, and conferences. The IQAC at the institute has been instrumental in overall quality assurance in teaching-learning processes. A number of programs have been conducted in the last five years.

The IQAC with an exclusive chamber has been evolving academic plans and implementing them for the harmonious growth of the college. IQAC has been functioning to supervise academic activities to enhance quality in teaching-learning evaluation, research, community-oriented activities and human resource management, etc. As per Governmental rules, the college has implemented welfare schemes and a range of development-oriented programs for the teaching and non-teaching staff. It is marked by transparency, inclusivity, and accountability. Feedback from various stakeholders like students, teachers, employers, and alumni is invited through feedback forms. It is then analyzed, and appropriate action is taken. The institute has established a mechanism for conducting internal and external audits of the financial transactions every year to ensure financial compliance.

## **Institutional Values and Best Practices**

The institute organizes various gender equity programs, national festivals, birth anniversaries of great Indian personalities, social reformers and freedom fighters, blood donation camps, and national programs. The institute has constituted various committees including the Grievance Redressal Committee, Anti-ragging Committee, and Discipline Committee to safeguard the safety and security of the stakeholders.

Institute provides counselling and mentoring to the students. The institutes celebrate all the national and international commemorative days and festivals. The institute has two best practices titled

### **1. COMMUNITY OUTREACH PROGRAMS (Through NSS, NCC, YRC)**

The main objective of the best practice is

1. To generate awareness about health / social/economic issues prevailing in the vicinity of the Institution
2. To invite and felicitate persons with noteworthy achievements in order to motivate the youth and the student community.
3. To identify affected areas/people and provide relief and assistance during natural calamities, accidents, epidemics, emergencies, etc.
4. To carry out surveys/sample testing / etc. to improve the general conditions in the area.





## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MODERN EDUCATION SOCIETY'S M. M. ARTS AND SCIENCE COLLEGE
Address	Modern Education Societys M. M. Arts and Science College, Sirsi, Vidyanagar, Sirsi, Uttara Kannada District
City	SIRSI
State	Karnataka
Pin	581402
Website	<a href="http://www.mmcartsandsciencesirsi.co.in">www.mmcartsandsciencesirsi.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	T. S. HALEMANE	08384-295377	9448965040	08384-295377	mmcsirsi@yahoo.in
IQAC / CIQA coordinator	S. S. BHAT	08384-295677	7892687103	08384-295677	ssbsirsi@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Karnataka University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-04-1970	<a href="#">View Document</a>
12B of UGC	21-03-1991	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Modern Education Societys M. M. Arts and Science College, Sirsi, Vidyanagar, Sirsi, Uttara Kannada District	Semi-urban	25	4752

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Chemistry,	36	P.U.C or Equivalent	English + Kannada	180	21
UG	BA,Political Science,	36	P.U.C or Equivalent	English + Kannada	95	49
UG	BA,History,	36	P.U.C or Equivalent	English + Kannada	250	61
UG	BA,Sociology,	36	P.U.C or Equivalent	English + Kannada	115	36
UG	BA,English,	36	P.U.C or Equivalent	English	95	15
UG	BA,English, Basic	24	P.U.C or Equivalent	English	300	97
UG	BSc,English, Basic	24	P.U.C or Equivalent	English	240	80
UG	BA,Music,	36	P.U.C or Equivalent	English + Kannada	75	3
UG	BA,Economics,	36	P.U.C or Equivalent	English + Kannada	80	0
UG	BA,Mass Communication And Journalism,	36	P.U.C or Equivalent	English + Kannada	50	30
UG	BA,Kannada, Basic	24	P.U.C or Equivalent	Kannada	200	84
UG	BA,Kannada,	36	P.U.C or Equivalent	Kannada	50	0
UG	BSc,Kannada ,Basic	24	P.U.C or Equivalent	Kannada	140	45
UG	BA,Hindi,	36	P.U.C or Equivalent	Hindi	50	4
UG	BSc,Hindi,Basic	24	P.U.C or Equivalent	Hindi	50	17

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UG	BA,Sanskrit, Basic	24	P.U.C or Equivalent	Kannada,San skrit	50	9
UG	BA,Sanskrit,	36	P.U.C or Equivalent	Kannada,San skrit	15	0
UG	BSc,Sanskrit, Basic	24	P.U.C or Equivalent	Kannada,San skrit	50	18
UG	BSc,Physics,	36	P.U.C or Equivalent	English + Kannada	135	36
UG	BSc,Mathem atics,	36	P.U.C or Equivalent	English + Kannada	135	30
UG	BA,Mathema tics,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BSc,Botany,	36	P.U.C or Equivalent	English + Kannada	105	17
UG	BSc,Zoology ,	36	P.U.C or Equivalent	English + Kannada	75	16
UG	BSc,Biotech nology,	36	P.U.C or Equivalent	English + Kannada	30	14
UG	BSc,Comput er Science,	36	P.U.C or Equivalent	English + Kannada	30	26
UG	BA,Geograp hy,	36	P.U.C or Equivalent	English + Kannada	90	0
UG	BSc,Geograp hy,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BA,Linguisti c,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BA,Statistics,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BSc,Statistic s,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BA,Logic Maths,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BA,Compute r Application,	36	P.U.C or Equivalent	English + Kannada	15	0
UG	BSc,Geology ,	36	P.U.C or Equivalent	English + Kannada	15	0

UG	BSc,Electronics,	36	P.U.C or Equivalent	English + Kannada	30	0
UG	BA,Additional English,Basic	24	P.U.C or Equivalent	English	15	0
UG	BA,Additional English,	36	P.U.C or Equivalent	English	15	0
PG	MSc,Mathematics,Mathematics	24	P.U.C or Equivalent	English + Kannada	30	13

### 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				20				41			
Recruited	0	0	0	0	6	2	0	8	4	0	0	4
Yet to Recruit	0				12				37			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				50			
Recruited	0	0	0	0	0	0	0	0	15	15	0	30
Yet to Recruit	0				0				20			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				42
Recruited	3	0	0	3
Yet to Recruit				39
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	12	6	0	18
Yet to Recruit				12

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	1	0	0	5
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	3	0	0	3	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	13	0	26
UG	0	0	0	0	0	0	0	0	0	0



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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	282	1	0	0	283
	Female	336	0	0	0	336
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	22	0	0	0	22
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	22	22	35	34
	Female	41	37	37	39
	Others	0	0	0	0
ST	Male	10	10	9	11
	Female	9	7	12	13
	Others	0	0	0	0
OBC	Male	165	151	151	177
	Female	370	330	331	317
	Others	0	0	0	0
General	Male	108	118	109	86
	Female	194	194	187	106
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>919</b>	<b>869</b>	<b>871</b>	<b>783</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP was implemented at our institution from the academic year 2021-22, as per our affiliating University. Students have been given more flexibility under the NEP program, to take admission in quite multidisciplinary courses to study their degree program. This implies that a student can opt for the subject as diverse in any combination such as Chemistry + Mathematics, Physics + Computer science, Botany + Zoology, Political Science + History, Journalism + English, etc; with any other interesting Open Elective Course (OEC). Our institution has made provision to opt for a total of 10 DSCCs for B.Sc. and 11 DSCCs for B.A. program and 04 OEC subjects for B.Sc. and B.A. has been</p>
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	<p>introduced. Through a multi-disciplinary education system, students are given more opportunities to study by selecting interesting and employment-oriented, Skill Enhancement Courses (SEC) along with their core subjects offered in degree programs. Students can opt for digital fluency as SEC or the SEC course among one of the opted DSCCs. This will be evaluated as per the guidelines issued by the University from time to time. Courses are designed to provide value and skill-based knowledge and contain lab work / hands-on training / Fieldwork. The institutes like- Forestry College, Horticulture College, M. E. S. Nursing College, and TSS Institutes of Medical Sciences are situated within a 4 km radius of our institution. Students are also permitted to avail the guidance from these institutions, for their application-oriented SEC.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>One of the quite useful provisions of NEP-2020 is the introduction of the Academic Bank of Credit (ABC). ABC will allow students of undergraduate and postgraduate degree courses to exit and enter within a stipulated period. "Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission, affiliated University and Higher Education Council Govt. of Karnataka from time to time." The ABC Regulations intend to give impetus to blended learning Mode, allowing students to earn credits from various HEIs registered under this scheme, and through SWAYAM, NPTEL, and KSOU online repository of courses. The student can earn up to 50 percent credits from outside the college/university where she/he is enrolled for the degree/diploma program. * Courses undergone by the students through the online modes through National Scheme like SWAYAM, NPTEL, V-Lab, KSOU, etc., or of any specified university, shall also be considered for credit transfer and credit accumulation. * Credits obtained by the students undergoing Courses from Registered Higher Education Institutions offering vocational Degrees or Diploma or Post Graduate Diploma Certificate programs are also eligible for accrual and redemption of credits through the Academic Bank of Credits. As NEP has been implemented from the academic year</p>

	(2021-22), our affiliated University hasn't yet brought ABC to its affiliated institutions. However, the University is in the process of introducing it, and our institution is yet to register for ABC.
3. Skill development:	<p>The present society is predominantly based on skills. The students are trained to acquaint themselves with relevant skills in our college, which would help them to unveil their creative potential. Furthermore, college takes all the necessary steps to provide versatile knowledge to make them updated and combat the challenges of life. Thus, college assures the holistic development of students. As per the university curriculum, our college is offering six activity /value-based learning courses; a student shall opt for any two of the activities among them, from the first to the fourth semesters of the undergraduate programs. The activity carries two credits each semester and will be internally assessed for 50 marks by the staff like the NCC Officer/ NSS Officer / Physical Education Teacher / Librarian / Teacher, shouldering the responsibility of activities. The concerned staff shall submit the marks to the University during the submission of internal assessment marks. The student shall study any skill-based course from the National Skill Qualification Framework (NSQF) of levels -5, 6, and 7 for the first, second, and third year of the U.G Programs, respectively, or one in each semester as prescribed by the concerned Faculties and approved by the Academic Council. SEC-1 was introduced in the academic year 2021-22, for the B.A. &amp; B.Sc. programs, and it could be chosen among any one of their core subjects. Skill Based Activities shall be evaluated for 50 marks as per the procedure evolved by the University from time to time.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college emphasizes the concept of NEP through the systematic amalgamation of regional language &amp; culture, with emerging western thoughts. The state language "Kannada" is focused besides English, at our institution. Opportunity is also provided to study the national language Hindi besides Sanskrit. Teachers are also encouraged to utilize the materials of e-content to make a better impact in teaching the student community. The objective of NEP is sustained through the integration of native and national issues (Language, culture, etc.).</p>

5. Focus on Outcome based education (OBE):	<p>The focus of NEP is on skill-based learning. In this regard, the college gets ready to prepare the students for future employability. NEP wants to impart practical knowledge and make them analytical. Education is not sheer pouring of theoretical ideas rather it is to ensure that the students are applied and competitive. The institution reinforces the students to imbibe practical wisdom. The responsibility of designing the curriculum and framing the syllabus for all UG programs rests with the affiliating University. Teachers of our college from different subjects are members of BOE and BOS of the University. There is a range of courses and programs that are categorized in compliance with local, National, and global trends. Creating a link between the Course Outcome and Program Outcomes, for each lesson and assessment is called CO-PO Mapping. This helps to encourage and apply Outcome Based Education in the college for attaining a futuristic approach towards education along with improved learning outcomes. COs are prepared as per affiliated University guidelines to quantify the Knowledge and Skill acquired via course /curriculum. Program Outcomes (POs) are to check the expertise developed after completion of the program. Whereas Program Specific Outcome (PSO) is to the expertise of graduates of a certain program. The framework of the POs, PSOs, and COs designed by the members of BOE and BOS of the University, are at par with that of learning levels as indicated by Bloom's Taxonomy. With the course articulation matrix, the attainment of POs, COs, and PSOs are estimated. Direct and Indirect measures are exercised to evaluate the attainment of POs, COs, and PSOs by the College. The direct measures consist of Semester-end examinations and internal assessments. Indirect measures include feedback from students and Placement records.</p>
6. Distance education/online education:	<p>Our college provides online education facilities to learn and get opportunities at their doorstep, as per university guidelines. Students are motivated to enroll in the SWAYAM portal to get the online certificate courses through credit-based recognition. The NPTEL, MOOC, etc. will be taken to ensure it is at par with the highest quality in all programs/classes. The Programs, curricula, and Pedagogy across all the subjects, including those in-classes, online, and in</p>

ODL modes, as well as student support will aim to achieve global standards of quality. The institution has provided the space for the conduct of the Karnataka State Open University (KSOU) U.G. and P.G. examination and has been exercising responsibility for the conduct of the examination.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club was established in the year 2018.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The College has formed a committee for ELC which covers both the staff and Student Representatives. Committee for ELC: 1. Dr. T. S. Halemane, Principal – President 2. Dr. S. S. Bhat, IQAC Coordinator – Member 3. Prof. M. N. Bhat, HOD, Dept. of Political Science- Nodal officer 4. Prof. G. T. Bhat, NSS Nodal officer, Uttara Kannada District - Member 3. Dr. Sujatha P. Bhoomika Convener, - Member 4. Student representatives (Class wise)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following electoral Literacy Awareness programs were held at the college: • Lecture on the importance of election and voting was held on 21st December 2018, Prof M. N. Bhat Nodal Officer delivered the lecture. • Our students Kumar Sooraj Naik and Kumar Sushant Kalal were selected as Campus Ambassadors to the assignment of preparation of Karnataka Legislative Assembly Election 2023. They prepared the eligible voters' list comprising more than 200 students and sent to the Talluk Tahsildar Office Sirsi for inclusion of their names in the Voters list. • To instigate the leadership qualities and importance of 'Democracy and Electoral literacy awareness' among the college students, compulsory elections are held to select the class representatives every year.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>• Under the banner of the Electoral Literacy Club, the institute has organized the "Matadana jata" a voter awareness rally on 27th February 2019 at Goli Panchayat, Sirsi Taluk through NSS Unit. • A campaign was arranged on 23rd March 2019, and at Sirsi town through the NSS unit.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>• During the induction program, the nodal officer of</p>

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

the ELC addressed the students and guided them to register their names in the voter list. • Voting Card Registration program was held for B.A. & B.Sc. newly admitted first year students.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
649	783	871	868	919

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 91

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	52	54	70	54

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.20	19.40	22.00	33.43	54.91



File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Effective implementation of curriculum used to be meticulously designed by our parent body i.e. Karnataka University Dharwad, for both UG and PG programs. Opportunities for designing curriculum are limited to some senior faculty members through the deliberations of the board of studies.

? The curriculum is considered a body of knowledge to be transmitted and attempts to help students achieve their goals.

? The academic calendar provides the date of commencement of the academic sessions, duration of the semester, period of internal assessment tests, final semester examinations, etc. The departments allocate subject topics to their teachers and prepare and display their individual timetables. In addition to these, the departments take care of teachers' diaries, daily lesson notes, use of ICT tools, field projects, on-the-job training, use of various academic software, feedback mechanisms, etc. for effective curriculum delivery.

? The 'Academic committee' with the Principal, along with the IQAC Coordinator, and all the departmental heads- formulate a timetable at the beginning of the academic year.

? The individual teaching plan is prepared by every faculty at the beginning of the academic session, and the same is submitted to the HODs of the UG and PG departments.

? The college plans and executes its curricular, co-curricular, and extracurricular activities through various departments, to shape the personality of the students.

? Focused on the talent hunt, and motivating students to participate in activities like attending workshops, and conferences, promoting paper presentations, guiding for the publications of small research surveys, etc. are done to enrich the curriculum implementation.

? Cultural and social values are inculcated among students through NCC, NSS, Scouts, and Guides Red Cross, and various other extension activities.

? PowerPoint presentations, the use of smart boards, conducting exhibitions, extension activities addressing primary and high school students, and interviewing the noted personalities are some of the means applied for human resource development.

? Organizing invited talks by resource persons from diverse fields, field visits, small-scale real-time projects, and survey activities using the latest techniques/equipment (like using portable analytical instruments models, charts, GPS instruments, live specimens, maps, etc.), communication skill development activities (like group discussions, seminars, quiz, etc.) were part of the regular activities adopted by all departments at their capacities.

? During the Lockdown period, online classes were conducted through virtual platforms like Google-Meet, Microsoft Teams, Zoom, Youtube, Teachmint app, etc.

? Students were exposed to various platforms to enhance their Skills/potential as well as a sense of social responsibility and nationality.

? The structural feedback is collected from all the stakeholders on the curriculum it is then analyzed and

discussed in the departmental meeting.

? Priority is given to the timely completion of the curricular aspects, so as to provide the students with enough time for evaluation (examination) processes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response: 5**

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

### 1.2.2

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

**Response: 5.97**

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	61	0	109	38

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### Response:

#### Gender

The college provides equal opportunities for all, through gender equality. A number of programs are conducted through the Bhoomika Women's Forum for female students.

- Bhoomika Women's Forum organized the 'Food Festival for Degree Girl students' to develop the marketing skills of the students.
- Bhoomika Wing organized an online National level E- quiz on the topic of Gender equality awareness, from 26-8-2021 to 30-8-2021, and an awareness program for girls by Mis. Divya Gokarna on the eve of the 'National Youth Day' celebration on 12-01-2022.
- Awareness program was organized for girls, and a special lecture on the topic 'Women should be Independent economically'.
- Bhoomika women's forum organized "Beauty enrichment by natural resources" by a beautician.

#### Environment and Sustainability

The environment and ecology related to the ecosystem, its balance, and sustainability is an integral part of the curriculum.

- The Department of Geography organized a one-day national webinar on the topic "Linking Management Practices of Forest and River System with the Livelihood of Local Community in Western Ghats of Karnataka -Possibilities and Success Stories" in 2021.
- The Department of Chemistry organized a seminar on the topic "Water and Energy" by Prof. M. Y. Karidurgannavar, Chairman P G Dept. of Chemistry, K. U. D on 1-10-2021.
- N.S.S promoted the Environmental Protection Programme through tree plantation on 6-06-2022.
- Apart from 'Environmental study' which is compulsory for all UG programs, special attention has been provided to give awareness on 'E-Waste management'.

- The students are insisted on participating in the eco-friendly activities organized across departments in association with NSS, NCC, and Red Cross.

### Human Values and Professional Ethics

The institution focuses on student and socio-centric activities like special lectures, competitions, awareness programs, etc these activities sustain the professional ethics and human values in the curriculum. Human values are impregnated into the curriculum through its several missions.

- The Department of Kannada organized the ‘Bhagavath Geeta’ competition on the eve of Kannada Rajyotsava.
- On the occasion of Republic Day college felicitated Wing Commander Murari Bhat.
- The students of B.A. II Year Mr. Sharat Naik, and B.Sc. II Year Mr. Elish Rodrigues participated in Republic Day Camp at New Delhi.
- The Music Department organized motivational songs on the eve of Swami Vivekanand Jayanti.
- NSS students participated in a blood donation camp on the occasion of Swami Vivekanand Jayanti at Ambedkar Bhavan Sirsi on 12-01-2022.
- ‘International Yoga Day was celebrated in the college, Mr. Manjunath Bhat Yoga Instructor demonstrated Yoga for the staff and students on 21-06-22.
- The college conducted an inter-collegiate debate competition for degree students on the topic ‘Effect of Urbanization on the Climate Change of India’.

The special lectures and motivational programs, equip the students to be ethical and morally sound. A lecture on ‘Future possibilities for students’, ‘National youth day’, ‘Stress: Biology and Consequence’ and ‘Communication skill’ were organized. Various awareness programs were organized on ‘Cyber crime’, ‘Importance of Blood donation’, and ‘UPSC/KPSC Examination’. A workshop on ‘Maxima and Scilab – A Tool to the Programming’.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 14.33

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

**Response:** 93

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 48.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	236	331	301	323

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

2022-23	2021-22	2020-21	2019-20	2018-19
570	570	570	570	570

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 54.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
491	457	436	419	489

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

2022-23	2021-22	2020-21	2019-20	2018-19
840	840	840	840	840

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 16.64

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**



Institution strongly believes in the adaptation of students' centric methods to enhance student learning and involvement by giving a right blend of traditional and modern methods. It is the main focus of our institution. Besides, experimental learning, participative learning, and problem-solving methods are adapted to ensure the holistic development of students.

The institution has adopted the following students centric methodology:

### 1. Experimental learning

1. Practical courses (labs) are made compulsory in the curriculum.
2. "EEE" (Education, Expansion, Experiment) a students' experimental learning activity conducted exclusively by dept. of Chemistry.
3. Life Science faculties identify and propose academically significant field visits. Depts. as Chemistry, Zoology and Bio-technology planned and organized the industrial/field visits to provide exposure to industrial work culture during the current academic year. Practical courses (labs) are made compulsory in the curriculum.
4. Departments such as Botany, Zoology, Chemistry, and Geography entrust the task of preparing the Mini Project to students and guides from time to time.
5. Guest lectures by eminent academicians are organized to supplement not only the teaching process but also to facilitate learners' understanding the deficiencies, leading to improvement in further endeavors. and experiential learning during the lockdown period also by conducting webinars.

### 1. Participative Learning

2.1. For real-time exposure students are encouraged to participate in various competitions at different levels.

2.2. All depts. organize students' activities to promote the spirit of teamwork. The activities of N.S.S, Red Cross, Rovers and Rangers & N.C.C. help the students to learn the art of living in a team for social and community welfare.

2.3 Students are involved in developing solutions for complex subject-related problems through group discussions and brainstorming activities etc.

Students are encouraged to explore and expose their novel ideas through mind-mapping methods by teachers. Departments such as Botany, Zoology, and Geography entrust the task of preparing the mini-project to students and guide time to time

Model-making methods were introduced for selected topics to enhance participative learning.

### 1. Problem-solving Methodology:

1. By giving assignments and quizzes at the end of completion of each unit.
2. Case study analysis and Field visits are entertained.
3. Students are involved in developing solutions for complex subject-related problems through group discussions and brainstorming etc.

All the faculty of institutions adopt effective content delivery by using ICT tools in the classroom for better comprehension of the students as they complement the traditional teaching-learning methods.

The institution has required technological resources including the availability of computers, laptops, and high-speed internet access. ICT-enabled Teaching-Learning Process is supported with regular practical, access to Digital Library, online teaching access, online journal, use of LCD projectors for seminars and workshops, productive use of educational videos, easy accessibility of soft copy material for students of different disciplines. A communication skill is enriched with ICT tools to make the students acquire proficiency in LSWR skills.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 56.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	98	97	95	95

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 19.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	11	10	10

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The college has maintained a transparent and vigorous evaluation process. To ensure its transparency, the system of internal/external assessment plan will be communicated with the students well in time.

The institution ensures that the stakeholders especially students and faculty are well aware of the evaluation process.

For transparent and vigorous Internal Assessment, the following techniques are adapted.

- **Internal/external Examination Committee**

At the beginning of the academic year, the examination committee plans the schedule of the examination for the entire year. The committee works on the schedule of two internal tests each semester as per the university rules.

The question papers are prepared by the course teachers and are verified by the senior faculty members of the respective departments.

**Formative Assessment:**

The internal examination committee prepares the timetable and allots invigilation duties to the teachers. The student has an IA component of 40 marks in N.E.P and 20 marks in the CBCS system. The NEP system comprises a written test for 20 marks, 10 marks for assignments/group discussions/field visits/project work, and the remaining 10 marks for seminars. However, in the CBCS system, 10 marks are allotted for the written test, and the remaining 10 for the assignments.

Two written tests are conducted by the internal examination committee- the first one in the 8th week and the second one in the 12th week from the commencement of each semester. Strict invigilation is ensured by the committee and faculties for the smooth conduct of the examination.

However, assignments/group discussions/field visits/project work, are conducted by the individual departments & the performance of the students is evaluated and conveyed to the students for improvement.

Internal Practical examinations are conducted as per the university semester-end examination pattern by each department:

For NEP batches- 25 marks.

CBCS - 40 marks reduced to 10.

- **Performance Display**

Transparency is maintained in the entire examination and evaluation process.

The assessed answer scripts are distributed to the students and the performance of the students is displayed on the department notice board/WhatsApp. The institution submits the IA marks to the university.

- **Interaction**

The performance of the students is discussed with them and communicated to the parents during the parents' meeting to help the students to improve.

The Institution has a well-organized mechanism for the redressal of examination-related grievances:

Mechanism to deal with internal exam and marks-related grievances:

1. If a student is not able to appear for examination due to medical or any genuine reasons, he/she is permitted to take the examination later as per the norms of the institution.
2. Question papers are prepared with utmost care and even If any error is reported at the exam hall, then appropriate action is taken by the IEC. The grievance is at first verified with the respective department and necessary action is taken.
3. The faculty evaluates the papers within 15 days after the completion of the test, and the results are displayed.

**Summative Assessment:**

For the conduct of the semester-end theory and practical examination, a committee is constituted by the university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The curriculum of the programme is designed by the university. A list of programmes, programme outcomes and course outcomes are displayed on the university as well as the college website. The NEP policy programmes and courses aim to give students the skills they need to succeed in the 21st century, such as critical thinking, problem-solving, creativity, communication, and collaboration. NEP 2020 recognises the importance of technology in education and seeks to integrate it in a meaningful way.

Each course has been defined with outcomes with reference to the specific competencies that can be achieved. Further, programme Outcome is mapped with appropriate levels of correlation. These mappings are done according to the nature of the disciplines and courses offered. The key objectives of these outcomes are to assess the level of knowledge, skill and other competencies through continuous and multiple assessment processes.

#### **Theory/Practical/Project component.**

The course title, credit, type, course outcome and mapping of COs with POs are defined in the syllabus. The syllabus is available on the website of the University under each programme. Each session plan of the course has learning materials, practice components and projects to be carried out by students.

Most of the teachers of science departments have constituted their forums comprising all the colleges affiliated to the university. Teachers of the respective forums assemble occasionally and undertake several academic activities like- discussions on the theory & practical syllabus(whenever the syllabus gets updated), preparation of uniform lab manuals, model question papers etc. These activities of the forums will also help the junior teachers to update themselves and such discussions will result in uniformity of teaching and evaluation process among all the affiliated colleges. These activities also assist in realizing the POs and COs.

The suggestions of the alumni and other stakeholders are taken into account. Moreover, it inculcates employability and entrepreneurial skills in the students, the courses offered in each programme equips the teachers with knowledge and skill and empowers the learners with attainable outcomes of the programme.

#### **Mechanism of Communication:**

- List of programmes offered by the college and the program and course outcomes are displayed on the college website
- The outcomes are also displayed on the college noticeboard. The students are informed about the outcomes in the induction meeting of the principal.
- These are also communicated to the students' community in regular classes.
- The assessment of students in the light of POs, PSOs and CO is done regularly so that our faculty knows how well their students understand the various topics present in the course.
- The assessment of students provides feedback to the faculty and benefits improving the teaching-learning process.
- The college makes every effort to make the students acquire knowledgeable and skills.
- Programme outcomes are measured by assessing the performances of the students in the role they play in various co-curricular activities such as NCC, NSS, Red Cross, Rangers & Rovers, etc.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

#### **Response:**

There is a well-defined process for the attainment of COs and POs in our institution. The college has taken great care and focus in the evaluation of the attainment of course and program outcomes. The transition from faculty-centric learning to student-centric learning has paved a path for our institution to self-assess and derive its own, assessment methodologies for improving the quality of education which in turn shall produce quality students for the betterment of society.

While addressing the students, the HODs create awareness of POs, and COs. The faculty members, mentors, course coordinators also inform students and create awareness, and emphasize the need to attain the outcomes.

The Assessment tools and processes used for measuring the attainment of each of the program outcomes and course outcomes are mentioned below:

1. POs and COs are assessed through direct and indirect methods:

### Attainment of POs and COs

#### DIRECT METHODS

#### INDIRECT METHODS

- |   |           |
|---|-----------|
| • Internal Assessment Records                     | Placement |
| • University Semester -end examinations           | Feedback  |
| • Practical Examinations                          |           |
| • Seminars/Assignments/Projects/Group discussions |           |
| • Result analysis                                 |           |

1. Direct methods comprise the conduct of examinations/observation of students' knowledge/ skills against course outcomes. These are mapped based on their performances in the internal tests, home assignments, and university examinations.
2. **Internal assessment:** The committee works on the schedule of two internal tests in each semester as per the university rules. Practical internals, tests, viva and outcome-based assignments, and projects are given to ensure that students have achieved the desired level of competencies in the corresponding courses.
3. **University Semester-end examinations:** The university conducts examinations at the end of each semester. Based on the results published by the university, the course outcomes are measured.
4. **Practical Examinations:** Knowledge, skills that students acquire in their subject, and their capacity for critical thinking are evaluated in internal and external practical examinations. External examiners/ subject experts from different colleges are appointed by the university during the practicals to evaluate the students.
5. **Seminars/ Assignments/Projects:** Assignments are given to students well in advance and details are displayed on the department notice board/WhatsApp. Students refer to various materials and understand the expected outcome of the given problems. Students are encouraged to take projects, and internships to evaluate the program and course outcomes.
6. **Result Analysis:** This method is an effective way to directly evaluate the level of attainment of POs, and COs.
7. The Indirect method uses pursuance of higher education( PG and B.Ed) placement records of each batch. The placement cell in the college works extensively to train students to the industry standards. This also involves obtaining feedback from stakeholders like students, alumni, faculty, employers, and parents on the attainment and achievements of POs and COs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 81.46**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
202	225	244	248	232

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

2022-23	2021-22	2020-21	2019-20	2018-19
268	273	277	291	304

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

**2.7 Student Satisfaction Survey****2.7.1**



**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.51

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Our Modern Education Society's M. M. Arts and Science College started the Institution's Innovation Council (IIC) to create an ecosystem for innovation and the creation of a knowledge hub. It nurtures start-ups and incubations by integrating various professional domains for socially relevant endeavors, making a positive impression on society. It also helps the student's intellectual growth and provides employment opportunities in various sectors.

The college regularly organizes seminars, webinars, industrial visits, hands-on training, workshops, group discussions, awareness camps, and intellectual talks to strengthen the student community through all the departments. IQAC also conducts soft skill development programs, spoken English, essay writing programs, etc.

Students participate actively in creating designing, editing, reporting, and contributing in the form of articles and poems in the college magazine "Mayura", and "Chem-whiz" hosted by the Department of Chemistry. The journalism department publishes Todalunudi - a Blog for BA II year, Baraha-Handara

blog for BA I year, and Ambegalu and Srujana- practical journals. A unique student discussion forum called “Socratic Dialogues” provides a wonderful opportunity for the students to express themselves in groups. These activities usually make the students more competent and learn to be innovative. The Department of Chemistry hosts the “Department discussion forum” an inter and intradepartmental activity for the lecturers, in which a faculty presents a topic followed by a discussion. The institution always encourages lectures to take up research activities. This will help the students and society in several ways. The students get the opportunity to learn about the research.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

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

### 3.3.2

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

**Response:** 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	0	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

According to M.M. Arts and Science College, no institution should remain as an isolated branch removed from the social issues that are prevalent in and around the neighborhoods. This strategy uses a variety of formats to help the neighborhoods and educate children about social issues and concerns. These programs aid in molding students into civically engaged individuals who contribute to societal change. The institution has taken the lead in coordinating activities that give students the necessary tools for their holistic development in order to achieve the aforementioned goals by teaming up with a number of organizations such as Village Panchayat Private, Hospitals, etc.

The organization uses its active Y.R.C. N.S.S. Units, Rovers and Rangers, Department of History, and Women Welfare Club to accomplish its goals. These units arrange workshops and events for our students and the general public. By holding workshops, seminars, and talks, the community is made more aware of various social issues. Through street plays, silent rallies, posters, and essay competitions, and invited talks by the resource persons of the different fields and socially relevant themes like education, literacy, cybercrime, alcoholism, drug addiction, crimes against women, gender Equity, responsible citizenship, the importance of ethical voting, love for nature, etc., students, in turn, disseminate the inputs to the neighborhoods and the general public, particularly during the seven-day N.S.S camp at rural area. The faculty and students through the NCC unit are always engaged in disaster relief efforts and awareness programs. To raise awareness negative impacts of plastic and to encourage eco-friendly lives, anti-plastic campaigns and emphasis were given to the purchase of distribution of homemade cloth and paper bags. Additionally, students planned and participated in clean-up efforts on campus and in the chosen towns.

Students and staff of the history department actively participated in clean-up activity (Swachha Bharath Abhiyaan) at Gudnapura Village and Vadiraja Math Sirsi and also in the surroundings of village Halmadi and the inscription of Hasan District, Karnataka, and were made clean. It has become the best practice of the department.

Rangers and Rovers of our college prepared the masks and distributed them to the S.S.L.C. students and college students during the coronavirus pandemic period. Environment Day was also celebrated from their respective home by planting a tree, sensitizing them to be involved in societal issues.

In the nearby villages of Goli, Kalli, etc annual N.S.S. camp was arranged and students were made to mingle with the village people to learn and understand the village life, thereby students were sensitized to the social issues. The Swachh Bharat, Swachh City, and Swachh Campus efforts are actively supported by the institution. The majority of students take part in blood donation camps as well.

The students have become more socially aware of the various socioeconomic and cultural issues affecting people's daily lives as a result of these outreach and extension efforts. Some of them have also continued to operate in various domains of humanitarianism. Villagers contacted the College and extended invites to hold more training and counseling programs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Dr. S.S. Bhat from the Department of Zoology is honored with the “**Indo International Shikshana Rahtan**” award from Swami Vivekananda Trust Bangalore-2018 due to their contribution to Education and the Social field for improving Quality education as well.

Prof. Komala Bhat Department of Geography rewarded with a **Nation Builder** award from Rotary Club Sirsi in Social and Education

Prof. G.T. Bhat Department of Social Science was awarded **best Social Worker** by the District Commissioner Dharwad. He was also awarded Best Covid Warrior by the Central Government of India in 2021 during the Covid era.

Prof. K.G. Bhat Department of Music was rewarded by **Rastriya Yuva Kalakar** from Sharada Sangeeta Vidyalaya Sirsi due to development in Classical Music and recognized as Ph. D guide from Hampi University Karnataka. He is also awarded by Sangeeta Ratna, Dr. Gangu Bayi Hangal award, and Gurugana award from Pandit Panchakshari Gavayi trust (R)Shivamogga. In addition to this, he has given many presentations in Akashavani and T.V.

Dr. T.S. Halemane, Principal nominated as **Academic Council Member** of Karnataka University, Dharwad.

Students have excelled in various academic and co-curricular activities and honored by different government /government organizations. Students have exhibited their extraordinary talents by getting university ranks, blues, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 45**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	17	7	8	8

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

**3.5 Collaboration****3.5.1**

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

**Response:** 8

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>





## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Our college has well well-developed green campus of 25 acres. It is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives.

Our college has dedicated staff which looks into the maintenance of buildings, classrooms, laboratories, canteen, sports facilities, gardens, and other infrastructure facilities, etc. Ours is an aided institution which is run by Modern Education Society, Sirsi. The Principal along with the support of the teaching and non-teaching staff, continuously keeps the record of maintenance of the campus through IQAC.

The infrastructure facilities are categorized as:

- i) Resources and infrastructure- library, laboratory, computer center, and classrooms.
- ii) Support facilities- hostels, a canteen, and a ground for sports.
- iii) Utilities- drinking water points, restrooms, and power generators.

The expenses for the maintenance and utilization of the infrastructure and associated facilities are met by the funds collected from students through the fees.

Utilization and maintenance of the resources are as below-

1. Academic and Support facilities– All the procedures in connection with the maintenance and utilization of facilities connected with the teaching and learning aids are dealt with with utmost care. The teaching aids such as projectors, internet facilities, etc. are regularly being checked. Even the basic facilities like desks, lights, and fans in the classrooms are regularly inspected. The respective departments conduct a periodic audit to ensure timely corrective action for the proper functioning of the various equipment. The inventory/Stock Register in the Institute is maintained and is supervised periodically.

2. Laboratories: The Institution has fully equipped laboratories for Physics, Chemistry, Botany, Zoology, Electronics, Biotechnology, Computer Science, Geography, Music and mathematics. The Computer

Science lab is furnished with all the latest hardware and software systems which are updated regularly to cater to the current demands. Computing Facilities: The College campus is interconnected to the Internet through the FTTH provider. The computers are linked to the latest software and print and Xerox services.

3) Library: The librarian of the college along with the library committee has the liberty of forwarding the requirements connected with the purchase of the facilities and maintenance concerned with the library.

4) Sports: The facilities in the Department of Sports, are regularly maintained by the supervision of the Physical Director. However, all the purchases are being dealt by a committee that is formulated for the Department of Sports.

5) The College Campus Committee- takes care of the maintenance and beautification of the college garden.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 12.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.00	3.86	4.35	2.76	3.3

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

In today's high-tech learning environment, the Library is a learning resource center where the library is ideal for all kinds of educational processes on the premises of an educational institution. Our College Library provides open access to all library users. A separate Reading room facility for Boys and Girls is present where Newspapers, Magazines, Journals, and Question Papers are made available. Facilities like the Book Bank Scheme, Circulation services, Xerox, Wi-Fi, Computers with internet facility are provided to the students and staff. The library staff provide guidance and support in accessing all these facilities.

**ILMS**

Our Library resources have been partially automated using **e-lib Library software** as an Integrated Library Management software. The library was automated in the year 2011 and is currently using the ILMS 16.2 version and it has been updated to the 20.2 version now. Books are being bar-coded. An OPAC is a part of automation used to search a specific book. It is designed to be searched by Title, Author, Subject, or Accession number. An ILMS enables libraries to be more effective and efficient.

**E –resources**

Electronic resources have been used in a wide range all over the globe due to their accessibility and flexibility. The library provides an E-resources facility through our Digital Library and N-List. Today libraries are moving towards digital mode. In this direction, our college library has started the facility of a Digital Library for the users to support their knowledge.

E-Resources: contains electronic information resources such as Research Articles, E-Journals, E-Books, Literature, etc., of experts from various fields. Students and staff can access e-journals, e-books, and other e-materials that boost the prolific development of the users.

**Books and Journals**

Our library has a collection of over 74,000 books covering a wide variety of subjects including; Text Books, Reference Books, Rare Books, General Books etc. The facility of more than 50 periodicals has been provided.

**Usage of library**

The library encourages and promotes the process of learning and grasping knowledge. Our library has already been provided with a rich collection of books on a variety of subjects, periodicals as well as e-resources. The library conducts an Induction program for the freshers' regarding the facilities available in the library. Several programs have been conducted to motivate them to make best usage of the library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Institution frequently updates its IT facilities including Wi-Fi. We have a dedicated “IT Team” who work round the clock to ensure that all our hardware and software are up-to-date and functioning without any problem. The college provides computer facilities for the students to learn experimentally and also to gain access to the new technologies in the IT world. These systems have excellent networking facilities with additional Wi-Fi routers in each block.

The IT facilities that are available to support academic and non-academic activities include:

- 1) Desktop computers in almost all departments.
- 2) Wi-Fi Internet throughout the campus.
- 3) Laser / Inkjet Printers are provided in almost all the departments.
- 4) Desktop computers & LCD projectors are available in all smart-rooms.
- 5) Curriculum-based software is regularly updated based on the need for every semester.
- 6) All the latest Software are regularly updated to keep pace with development.
- 7) Some of the laboratories are equipped with LCD projectors.
- 8) All the computer systems are connected to Uninterrupted Power Supply.

9) The latest software and tools are available to enable the students to work on data analysis, computing technologies, web technologies, and software design.

10) The internet bandwidth provided through Wi-Fi is 200 Mbps.

The institute has a Wi-Fi facility in the college campus for the faculty members to avail internet connection at some locations in the college. The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students the facilities of e-mail, net surfing, and uploading / downloading of web-based applications, besides helping them prepare projects, and seminars, participate in various competitions, and develop their technical skills.

**ITES(Information Technology Enabled Services) NEW/UPGRADATION of INFRASTRUCTURE (INTERNET/COMPUTER/UPS/PROJECTORS):**

Departments have to identify the requirements for new or upgradation of existing infrastructures like INTERNET, Computers, projectors, UPS, etc. according to the lab requirements provided by the affiliating university. Heads of Departments will submit the requirements to the Principal and Management for approval. After getting approval, quotes used to be collected from 3-5 vendors for the new purchase or upgradation of existing infrastructure. A comparative statement of the price quotes will be submitted to the Principal and Management for approval to proceed with the purchase. The Office Superintendent will coordinate with the purchase of the requirements and ITES and the respective lab in-charges will ensure the successful installation. Regular maintenance will be done by the vendor during the warranty period and the in-house technical team will do the maintenance and servicing after the warranty period. In case of some complex issues and faults, experts or external service persons will be called to attend to the issue after getting approval from the Principal and Management.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 10.64

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

**Response:** 61

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 12.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3.86	4.35	2.76	3.3

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 20.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
157	183	135	229	133

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 22.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	112	200	347	96

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above



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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 30.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	158	135	100	43

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

2022-23	2021-22	2020-21	2019-20	2018-19
268	273	277	291	304

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

### 5.2.2

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

**Response:** 3.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	21	12	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

**state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 33

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	0	4	7

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	4	7

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

- The institution has a strong alumni association and the process of registration is under process.
- Presently, every passing out candidate contributes Rs. 500/- towards the alumni association. Earlier, they used to contribute 100/-. The collected amount is deposited in the SB account of the local bank.
- Alumni meetings are convened once a year, generally on Founders' Day.
- Suggestions given by alumni are considered for the overall academic improvements of the institution. The alumni association builds a network among alumni and connects within the corporate world.
- The association helps in conducting interactive sessions to motivate present learners about employability and educational opportunities.
- The alumni provide feedback on their abilities gained during their course and provide valuable recommendations for improvements.
- The alumni are advised to keep in touch with the association to participate in the meetings and furnish updates on their career progress.

**Aims and Objectives of the Alumni association:**

- To promote and foster mutually beneficial interaction between the Alumni and the present College of Education and between the Alumni themselves.
- To enable the alumni to participate in activities that would contribute to the general development of the college.
- To encourage the Alumni to take an active and abiding interest in the work and progress of the Institute so as to contribute towards the enhancement of the social utility of their Alma Mater.
- To organize and establish scholarship funds to help the needy and deserving students.
- To provide prizes and awards for outstanding project work, research papers, or other professional activity by the students of the Institute; also to suitably recognize outstanding social and community service by the Alumni and the students.
- To undertake to organize activities of a civic or charitable nature as also to increase public awareness of the role of technology in value addition in the economic and social development of the nation.
- To arrange get-together of the alumni and social/cultural functions of the alumni.
- To raise various endowment funds and award stipends out of it to deserving students on need-cum-merit basis.

**Core Values**

Alumni Association is committed to excellence in all its activities and is dedicated to the following core values:

- **Loyalty** - Pride in and commitment to the future that we are creating together as a college and an

alumni community while honoring our history, traditions, and achievements.

- **Integrity** - Transparency and ethical behavior in all of our interactions.
- **Diversity** - Recognizing and valuing differences and seeking alternative perspectives and inclusiveness in all that we do.
- **Innovation** - Striving to be an industry leader in alumni relations through a creative and transformational business model.
- **Continuous Improvement** – Pursuit of excellence through agility and responsiveness to stakeholders and the environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The vision and mission of the institution reflect the nature of governance and perspective plans of the institution.

#### **Vision Statement:**

1. Nation-building through human resource development.
2. Enabling the learners to face the challenges of changes with an emphasis on individuality and innovation

#### **Mission Statement:**

1. Empowering the learners with the knowledge and skills required for employability.
2. Enhancing their competency by imparting quality education with a focus on the nurturing of values.

The governing body, the principal, and IQAC of the college play a vital role in the formulation and implementation of all quality policies for the all-round development of the college, like academic, governance, and infrastructural development. The principal implements the decisions and policies of the governing body throughout the academic year to fulfill the vision and mission of the college.

The college believes in the holistic development of students. It provides a number of opportunities to participate in co-curricular and extension activities.

Awareness on social responsibilities is created and national consciousness is promoted in camps organized by NSS, NCC, and Scouts and Guides. Intensive training is given to NCC students to participate in the RD parade and regular classes are conducted in our college to crack the NCC certification exam which is quite beneficial to join the Indian Army. NSS camps motivate students to face the challenges in society and teach them to enhance their communication skills with people. 'Scouts and guides' helps in building confidence and self-esteem among the students. They learn important life skills, team building, and outdoor adventures.

Bhoomika Cell organizes programs regularly for the girls' empowerment and student's welfare. Tailoring and many skill development courses and programs are conducted. The training and placement cell organizes campus interviews and gives the platform to get placed in many companies.

Our institution has been practicing a decentralized governance system through all the departments and various functional committees with active participation of administration and management.

The institution is practicing a decentralization and culture of scientific participative management with the active participation of faculty members in the conduct of the regular activities of the college at various levels. The Management is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff in the improvement of effectiveness and efficiency of the institutional process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The college is managed by the Modern Education Society, Sirsi, which has its governing body to take care of various educational institutions run by the society. The management general body comprises of Governing council, Standing committee, College sub-committee, Principal, and nominated representative of teaching and non-teaching staff.

The principal is involved in the implementation of the perspective plans of the college. He/she ensures that academic, administration, and office accounts/administration functions efficiently through the departments and various committees constituted for the respective cause.

IQAC has been established in the college which meets regularly to assess the quality deliverance of Bachelor and PG degrees in the institute leading to achieving the course and programme outcomes. The IQAC collects information about the achievements, curricular, co-curricular activities, and extracurricular activities carried out by students and faculty members.

Various functional committees are constituted at the beginning of the year and specific task is allotted to it as per the academic and administration plans of the college. The functional committees are- the Technical and Webinar committee, News report committee, Dairy review committee, Cleaning supervision committee, Documentation committee, Mentor system committee, Ladies hostel supervision committee, Monthly report and Result analysis committee, Career Guidance, Skill Development and Placement cell, Discipline, Anti-Ragging and Grievance Redressal committee, Committee for SC/ST, and Student welfare unit.

Our institution M. M. Arts and Science College believes in quality education and holistic development of students. IQAC of the college involves in various aspects of institutional strategy-making and planning processes round the year which includes both academic as well administrative matters.

According to the strategic plan for 2018-23 of our College, we accomplished the following:

- The institution has 5 MOUs/collaborations with skill development trusts and other institutes.
- Scholarships instituted to motivate students.
- Placement drives are arranged on the campus to give maximum possibilities for students' employment.
- Seminars and quizzes are conducted by various departments regularly.
- We encourage field visits, real-time small projects, and report-making to inculcate the research interest among the students.
- Digital library portal was created in the year 2021.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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



**Response:**

The welfare measures improve staff morale and motivation, which has a good effect on the organization's level of efficiency.

**The following are the welfare measures taken by our institution for teaching and non-teaching staff:**

1. M.E.S Employees cooperative society has been contributing to the welfare of the employees teaching and non-teaching.
2. Different facilities like Recurring Deposits, Fixed deposits, Savings accounts, and loan facilities like emergency loans, Short-term loans, and Long-term loans up to Rs 5,00,000/- have been provided to the employees.
3. P.P.F. facility is provided to guest faculty and also for the non-teaching staff appointed by the management.
4. State employees' Group Insurance facility is provided.
5. Duty Uniform is provided to non-teaching staff by the management.
6. Endowment prizes are kept for the siblings of the employees.
7. Maternity leave facility is provided to employees.
8. M.E.S. management has framed an attractive pay scale for guest faculty and non-teaching staff with annual increments.
9. Additional increment facility is provided for the guest faculty for having higher qualifications like Ph.D./NET/SLET.
10. A separate vehicle parking facility is provided for the staff.

The college constitutes a committee to collect feedback from students on the performance of teachers. The members of the committee prepare a feedback format containing a scale of evaluation from **1 to 10**. The committee has updated the feedback collection system to the online mode through Google Forms from the academic year- 2019-20 onwards.

The students give feedback on every teacher's performance by marking the scale. After analyzing the student's feedback, the committee submits the report to the principal.

The principal frequently meets with the non-teaching staff to discuss how best they could do their duties and work with a student and parent-friendly attitude.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 1.12

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 3.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	5	3	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	23	25	25	25

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### Response:

The institute being an Aided college, fee collection is the only major source of revenue/income generation for the institute. The other sources of funds for the college are schemes, grants received from the university for purchases of sports, equipment, and conducting workshops-seminars & conferences. Donations received from the donors are utilized for the purposes mentioned by them. However, most of the donors used to install specific endowment prizes for the student achievers. The management looks after the projected income and suitably allocates the budget to each and every department/unit of the institution. Purchases are made by the departments/units on prior permission from the principal and the bills are cleared in the proper channel.

The following are the overheads of the institute:

1. Administrative Expenses: Property Tax, Electricity Bills, Water bills, Maintenance expenditures, technical and other infrastructural expenses.
2. Academic Expenses: Printing and Stationery expenses, equipment, chemicals, and glass wares. LPG cylinders for laboratories etc.
3. Library Expenses: Purchases of new books.
4. For each academic year a budget is prepared and approved by the authority. The financial statement, Income, and Expenditure details are available with the institute through the Profit and Loss Account, Balance Sheet, and Ledgers.
5. Some funds are allocated for various functionaries of the college like union- gymkhana, sports, arts circle, science forum, etc to conduct various activities.
6. However, social service units like NSS, NCC, Red Cross, Rangers, and Rovers get the

appropriate yearly funds from the higher authorities of the respective units. Each unit plans and executes several programmes and the accounts of their expenditure are produced to the respective funding authorities.

7. The college conducts internal and external financial audits as per norms.

Professional audit experts are designated as Revisers by the management, and personally visit and check the financial status and authenticity of accounts and financial transactions, periodically. Guidance used to be given to the college accountant regarding the appropriate management of accounts if found necessary.

The Internal and external audit of the financial transactions of the college has been entrusted to a reputed Chartered accountant by the name of Shri Uday Swadi who audits all the financial transactions of each financial year and prepares the annual audit report every year from 2018 to 2022. In the academic year 2022-23 audit is conducted by Mr. Kamalakar Hegde. The Government audit of financial transactions is also done periodically.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets frequently to plan, direct, implement, and evaluate the teaching, research, and publication activities in the College. The IQAC prepares, evaluates, and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- (a) Annual Quality Assurance Report.
- (b) Self-Study Reports of various accreditation bodies.
- (c) Performance-Based Appraisal System for Career Advancement Scheme (CAS)
- (d) Stakeholder's feedback.

**IQAC is involved in improving Standards in different spheres of academia as follows:**

- Encourage the faculty to attend FDP and Orientation Programs.

- Conducting training programs for students to increase employability.
- Assessment of the students through curricular and co-curricular activities.
- Students and teachers-centric seminars /webinars/workshops.

**Following is the procedure followed to enhance the performance of the students.**

- Regular Class Attendance is maintained.
- The class in charge of the respective departments prepares the monthly attendance of students for each section and informs parents of defaulters.

**The following are the student's support and progressions during the corona Pandemic period:**

When academics are severely hit by the pandemic lockdown, the IQAC ensured that the teaching is done through online mode. Several webinars were arranged to keep the flow of the academic activities. Also, RTPCR tests of all the faculty and students were conducted and the vaccination drive was successfully organized.

- At the beginning of the academic year, the Institution prepares various working committees for work distribution of co-curricular, academic & administrative activities.
- Staff meetings and meetings of IQAC are conducted periodically and there are discussions regarding examination, scholarship, discipline, attendance, etc., and the outcome of the discussions is implemented.
- Every year students' feedback is taken and analyzed, for the improvement of the teaching-learning process.
- The IQAC plans its yearly activities with a broad framework shaped from the circulars issued by the Govt./ the affiliating University from time to time.

**The Institution communicates its quality assurance policies, mechanisms, and outcomes to the various internal and external stakeholders through**

1. Prospectus
2. Notice board
3. Website
4. Social media
5. Local TV channels
6. College magazine
7. State-level newspapers

**IQAC Composition for the year 2022-23**

S. No.	NAME	POSITION IN IQAC
1	Shri S. K. Bhagwat	Infrastructural Planner and Management Representative
2	Dr. T. S. Halemane	Executive Director
3	Dr. S. S. Bhat	Coordinator
4	Dr. Ganesh S. Hegde	Resource Developer/ AQAR Promoter
5	Smt. Shailaja Bhat	Academic Auditor
6	Dr. Sujata Phatarpekar	Professional Counselor
7	Shri M. N. Bhat	Cultural Activity Promoter
8	Shri Prashant Devadiga	Sports Activity Promoter
9	Shri K. N. Reddy	Placement Officer
10	Shri. G.T. Bhat	Student Welfare Officer
11	Final year student	Student Representative
12	Dr. M. G. Hegde	Representation from Alumni
13	Shri Ravindra B.	Administrative Staff
14	Shri Prabhakar Bhat	External Academic Advisor
	Dr. Keshav Korse	External Academic Advisor
15	Shri G. S. Hegde	Representative from Stakeholders and Community
16	Shri Kamalakar Hegde	Assistant Coordinator

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

#### Quality assurance initiatives of the institution include:

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

Gender equity and sensitization are well-practiced in curricular and co-curricular activities.

1. Annual counseling plans for the individual students, through personnel counseling, discussing the possible solutions for one's personal and academic difficulties. A set of students are assigned to each faculty as Mentee, for the discussion on their grievances.
2. 'Bhoomika' is the Women's Forum that supports and addresses various issues of female students. The Forum usually conducts several programs that solely aim for the morale boost and betterment of facilities for the female students in the college.
3. The institution is facilitated with a well-equipped campus for the students and for the faculty, especially for the females.
4. The institution has an in-campus hostel for female students, a Food canteen, a parking place, a well-defined compound wall, and gates that restrict unauthorized entries to the college.
5. Our Institution is facilitated with a Ladies' common room, with the necessary basic facilities.
6. The medical help is extended to the students during any emergency needs. Our institution has an active MoU with the adjoining Hospital (TSS Hospital Sirsi), wherein our students' emergency health issues are attended to on priority.
7. In the central library and Canteen convenient and separate sitting arrangements have been made.
8. To create awareness about gender equity the IQAC and Bhoomika of the College have taken a keen interest in organizing a special lecture by the experts.
9. The Tailoring Course' started in association with Singer Company Bangalore and Rotary Club Sirsi for female students.
10. A workshop on "**Beauty Enhancement from Naturally Occurring Materials**" was organized by "Bhoomika" and IQAC on 4th August 2023. Beautician Miss Renuka was the resource person.
11. A new course on the "Fashion Designing Diploma" is planned for female students that would



commence from the academic year 2023-24 onwards.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

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

File Description	Document
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

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

#### **Response:**

The institution started with the vision of 'Nation Building through human resource development. Enabling the learners to face the challenge of change with an emphasis on individuality and innovation. In order to materialize the vision of the institute in all its execution, the institution is working with the Mission, of 'Empowering the learners with knowledge and skills required for employability. Enhancing their competency by imparting quality education with a focus on the nurturing of values.

The vision and mission of the college are communicated to the students and parents at the time of admission through the prospectus published by the institution. To fulfill these, an inclusive environment, and orientation/motivation programs are arranged. The Students' Welfare Department is working to provide a congenial environment to the students. NCC, NSS, Red Cross, Bhoomika(for ladies), Scouts, and Guides are effectively working.

The students admitted to our institution used to come from different backgrounds and places with an expectation of a bright future. But most of them came from rural areas and are generally shy and inexpressible, although they are equally talented as the other students. Many of the students come from different localities, language diversity occurs and sometimes aren't able to catch up on concepts in the classes. However, our mentor system works effectively to provide personal attention to such students as well as guide them in both academic and co-curricular activities. In order to cope with the problem of comprehension, all the faculty are directed to deliver their subjects both in English and the local language i.e. Kannada. However, efforts to enhance their language comprehension are done as a continuous process by organizing several programs. Following are a few programs organized in this regard:

One Day State Level Workshop for students and lecturers was conducted on the topic of "Effective language skill Enhancement under NEP" by the English, Hindi, and Sanskrit Departments on July 16th, 2022. Dept. of English has organized a special lecture for students on the topic "Communication Skills in English". Vijayalaxmi Dhanareddy was the resource person in the program. The communication skill program was organized by the placement cell and the Department of Hindi, and the resource person was Smt. Selsia.

IQAC has organized several quality initiative programs such as Constitutional Day, an environmental protection awareness program, a traditional day, conducted several webinars, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**I Best Practice:**

**Title:**

**“Amalgamation of ‘learner-enlighten’ programs: an Excursion study.**

**Objective:**

Excursion, students gain first-hand exposure to scientific places, botanical gardens, geographical landscapes, and agricultural lands. It helps them to broaden their understanding of the surrounding and life and encourage them to think more critically about the world around them. Our objective is to introduce the students to knowledge about different areas, like

1. Science and research: Study tours to take students to museums, botanical gardens, or natural habitats to learn about various scientific concepts and the natural world.
2. Field visit: The Field visit takes students to different landscapes such as agricultural land and horticulture land.

**Context:**

The Department of Chemistry, Botany, and Geography organized individual excursion programs for the students of respective branches. The Department of Chemistry organized the study tour through Chem-Whiz and visited natural laboratories. Department of Botany took students to botanical gardens (Ooty and Mysore) and museums, so the students got acquainted with different species of plants and plant kingdoms. Department of Geography organized a field trip for students to study agricultural, and horticulture fields (Chikamagluru, Uttara Kannada).

### **Practice:**

Academic excellence and research aptitude can be achieved with the right guidance and motivation. The field visit, which is full of real-life experiences, and the laboratory visits can provide both. Different departments of our college organize excursions on an annual basis. The Department of Chemistry regularly plans for visits to research fields and to various local resourceful people and executes. Students absorb the live laboratory experiences and are able to interact with the people around them. The program enhances the writing and analyzing capabilities of students through study reports. The Department of Botany takes the students to botanical gardens and scientific museums, facilitating their great exposure to life. The Department of Geography brings the students to live study of different landscapes.

### **Evidence of Success:**

Excursion studies expand students' knowledge with real-life experiences. They get exposure to different people, cultures, landscapes, and newer technologies. Exploration brings positive attributes like effective learning, personal development, critical thinking, historical knowledge, enhanced perspective, and effective communication skills. Visiting a scientific laboratory brings knowledge about ongoing research and research technologies. Studying different plant and animal kingdoms helps with curriculum and understanding nature. Excursion often orients the students to futuristic ideas, research studies, and valuable skills. One can observe these through their study reports and futuristic plans.

### **Problems encountered:**

1. The scarcity of financial encouragement for additional technical assistance.
2. Specific time schedules for these activities couldn't be incorporated into the curriculum.
3. Need transportation facilities.
4. Lack of extra funding for the appointment of additional experts.

## **II Best Practice:**

### **Title:**

**“Education Extension Experimentation”: an Extension program.**

### **Objective:**

“Education Extension Experimentation” is an extension activity that is regularly organized by the Science Forum, wherein normally B. Sc. second-year students are assigned to visit the predetermined nearby high schools and take the interactive classes to the secondary school children. The practice aims to build student's internal strength, improve their understanding, and bring up teaching aptitude.

### **Context:**

The Science-Forum-initiated Extension program is one of the best practices of our institution. The 'Education Extension Experimentation' program is the teaching cooperative experience, which helps the student with teaching experience. Generally, students from B. Sc. second year (either III or IV Semester) in groups of 4 to 5 visit the nearby secondary schools of their choice. They used to have an interactive day with the students, by teaching / creative presentations / discussing different topics related to the syllabi of those children.

**Practice:**

The 'Education Extension Experimentation' program brings younger students to college through direct interaction. The practice can be described as follows:

1. Plan lessons and visits with materials and activities for students that align with their curriculum and interests.
2. Discussing the content in collaboration with the host teacher while engaging students.
3. Build healthy relationships with younger student friends.
4. Demonstrate easy and creative experiments.
5. Interaction with large and small groups, as well as individual students.
6. Taking feedback from students.

**Evidence of Success:**

Student teaching is a culminating learning experience that enhances their communication skills. In addition, student teaching provides experience in different types of classroom settings. This helps them to understand the grade level or subject that is most interesting to them. The expansion program improves their understanding and conveying methodology. Students who have participated have performed more efficiently during seminars and group discussions. The extension experiment is a great initiative to connect two different generations and their futuristic ideas.

**Problems encountered:**

1. The scarcity of financial encouragement for additional technical assistance.
2. Specific time schedules for these activities couldn't be incorporated into the curriculum.
3. Need transportation facilities

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Modern Education Society's M. M. Arts and Science College's 'Rock Museum' was established in 1962. The Geography department is putting every effort into the setting of the Museum by collecting and preserving objects that transcend invaluable knowledge to the present pupils. Our institution is in the beautiful Western Ghat region, known for its high degree of endemism and natural marvels. The places like Jenukallu Gudda and Yana are situated in the heart of Uttara Kannada district and are known for their rock wonderment. So, the Rock Museum is in our institution and is one of the assets of our college. The Rock Museum of our college aims to provide knowledge of different earth's crusts and rocks. The museum owns jewels from the deepest crust like 50-100km. Some of the names of the rock in possession are Granites (Basalt rocks, Quartz stones, Sand Stone, Volcanic Rock, Calcium Rocks, Siltstone, Meteorite rock) Phosphate rocks (Black and Green chlorite, Makai Darra stones, Lava pumice, Celsatite stones, Hammerstone rock, Kaolinite rocks, hydrozincite). White coral stone (White Quartz stone, Knightia Alta fossil, Feldspar rocks, Potash limestone, Healing Glocier, Labradorite Rock, Hematite) Rose rock cluster (Mica schist stone, Selenite crystals, Gabbro rock, Heinzia, Ornite stone, Moss agate stone, Feldspar). The museum has a rock from the Cuddapah System, containing ores of iron, manganese, copper, cobalt, nickel, etc. containing large deposits of cement-grade limestone. Limestone is a rock that is composed primarily of calcium carbonate. It can form organically from the accumulation of shell, coral, algal, and fecal debris.

One of the intrusive igneous rocks which is rich in quartz and feldspar is granite. Commercially also very much of a value. Visitors to our museum are also privileged to have a look and get knowledge of different types of granites in our rock museum. The granite of our museum is a light-colored igneous rock with grains large enough to be visible to the unaided eye. It is formed through the slow crystallization of magma below the Earth's surface. The museum is also acquainted with sedimentary and metamorphic rocks. Siltstone is a sedimentary rock composed mainly of silt-sized particles and Sandstone is also sedimentary rock composed of sand-size grains of mineral, rock, or organic material. Schist is a metamorphic rock with well-developed foliation that can also be found in our rock museum. One of the non-foliated metamorphic rocks is very rare and can be found in the museum. The rare jewels like meteorites and volcanic scoria rock are the highlight of our museum. Meteorites are space rocks that fall onto Earth's surface. Meteorites are the last stage of the space material.

Our students have the advantage of studying space materials through these rocks, also visitors can study them. The volcanic scoria rock is formed from the cooled-down molten blob from the volcano eruption. The study of these rocks provides insights into the various layers of the earth's crust and the composition

of lava. Rocks are generally composed of different types of minerals. Studying the rock can give information on the earth's crust and its layers, formation, and composition. The study of minerals is also equally important. Being the core component of the rocks, minerals are also part of our museum possession.

Some of the names of minerals that can be found in our museum are Feldspar, Quartz, Pyroxene, Amphibole, Mica, and Olivine, etc., Feldspar is the name of a large organization of rock-forming silicate minerals that make up over 50% of Earth's crust. They are discovered in igneous, metamorphic, and sedimentary rocks. Our museum displays very old Quartz rocks which are the collection from some parts of the Western Ghats. It has a vital role in both geographically and technologically. Amphibole contains elements like aluminum, calcium, silica, iron, and magnesium. 7% of the earth's crust is made up of Amphibole. Mica contains potassium, aluminum, magnesium, iron, silica, etc. 4% of the earth's crust is made up of mica. Olivine is made up of magnesium, iron, and silica, which is also employed in the making of jewelry.

The Rock Museum is our proud possession for its valuable collection and for its depiction of great knowledge. The pupils and visitors can benefit from the museum in many dimensions like understanding nature, for study purposes, and for research work. For the study of the nature of the rock, its composition, and economic importance museums can be a great stage. The Rock Museum defines our institution's vision (Nation Building through Human Resource Development. Enabling the Learners to face the challenge of change with an Emphasis on Individuality and Innovation) and mission (Empowering the Learners with Knowledge and Skills required for Employability. Enhancing their Competency by imparting Quality Education with a focus on the Nurturing of Values). The museum incubates the relationship between nature and society by collecting enhancement of geographical objects. Our Rock Museum aims and embodies the functions like scientific research, education, and social responsibility. Especially in teaching practices which is our primary goal. The rock museum is the link between past and present times and involves visitors of all ages in an open dialogue.

We are proud to mention that the Rock Museum that is set up in our institution is the rarest kind in our University region.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The College is now ready for accreditation for the 4th cycle. Modern Education Society's M. M. Arts and Science College, Sirsi realizes the importance of need-based regional, national, and global level studies. It has understood the Socio-Political Economic, Cultural, and scientific dimensions and facets of higher education. The College is imparting education that covers basic, applied, and professional aspects with an emphasis on knowledge skills, social development, and employability. It has institutionalized the innovative steps of teaching, learning, and evaluation. Equal importance has been given to research and extension. As per the demand of the local people, a Post Graduate Course in Mathematics was started in the year 2013.

The College has developed essential infrastructural facilities and learning resources. It ensures student facility and support apart from grievance redressal. It has several innovative practices in all the activities. The passing percentage of students at various UG and PG examinations has always been high, much higher than the University percentage. Many students have received distinctions, gold medals, and ranks. First and tenth rank to the University in B.Sc. during this cycle is one of the great feathers to the institution. Many students have been recognized at a high level in sports activities.

The Institution has been enriching society and the environment in its own way since its inception. The institution has a separate Library building. The library is well equipped with Wi-Fi enabled with relevant hardware and software, and a rich repository of learning resources. The library is partially automated. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. The College has a dynamic faculty known for their academic excellence and a dedicated band of non-teaching staff which looks into the diverse administrative tasks of the College. The assessment and reaccreditation process would definitely help us to rectify our shortcomings and also ensure sincere efforts to optimize an excellent educational environment.

We are resolute in upholding our mission to provide knowledge and values. All AQARs were timely submitted for every academic year documenting the scale of annual growth.

### **Concluding Remarks :**

Modern Education Society's M. M. Arts and Science College, Sirsi was established in the year 1962. The institution has put its 61 years of excellence and glorious service to the nation. The funding status is Grant-in-aid and UGC-recognized. The college is permanently affiliated with Karnataka University, Dharwad, and is recognized by UGC under 2(f) and 12B. The college spearheads transformation in education with UG and PG programs. This premier institution offering value-based education to students is a landmark of quality education. Institution especially devoted to the enlightenment and empowerment of rural boys and girls in an agriculture-based rural area in the district of Uttar Kannada, Karnataka State. It was a great visionary effort and thought of Motensar Timmappa Hegde a leader to contribute to society by providing opportunities for higher education to the students of this region. Thus, College is the flagship Institution of, the Modern Education Society. The trust ventured into the field of Education to undertake the great task of setting up a chain of Institutions in order to provide better quality education to the students of this region.



At present,12 institutions including various branches like Arts, Science, Commerce, Law, Polytechnic, Job-oriented courses, Diploma in Nursing, aided and unaided multi-disciplinary Pre-University courses, etc. of the Modern Education Society are led by Shri G. M. Hegde, Mulkhand Chairman, MES.

Modern Education Society's M. M. Arts and Science College, Sirsi has to its credit three cycles of re-accreditation by NAAC, securing a 'B' Grade in the third cycle (2018). The institute strives to inculcate professionalism in the youth of our nation with an emphasis on the upliftment of rural society without compromising academic standards. This premier educational institution was established with the aim of providing higher education to the aspirant learners of the upper taluks of the Uttara Kannada District. The dreams of a large section of the ambitious youth, especially of girls to get a degree of their interest and choice would not have been realized without the founding of this educational institution. So, with all sincere effort, the institution is now ready for accreditation for the 4th cycle.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>190</td> <td>233</td> <td>331</td> <td>300</td> <td>333</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>190</td> <td>236</td> <td>331</td> <td>301</td> <td>323</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>570</td> <td>570</td> <td>570</td> <td>570</td> <td>570</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>570</td> <td>570</td> <td>570</td> <td>570</td> <td>570</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	190	233	331	300	333	2022-23	2021-22	2020-21	2019-20	2018-19	190	236	331	301	323	2022-23	2021-22	2020-21	2019-20	2018-19	570	570	570	570	570	2022-23	2021-22	2020-21	2019-20	2018-19	570	570	570	570	570
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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570	570	570	570	570																																					
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>524</td> <td>591</td> <td>575</td> <td>557</td> <td>617</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>491</td> <td>457</td> <td>436</td> <td>419</td> <td>489</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p>	2022-23	2021-22	2020-21	2019-20	2018-19	524	591	575	557	617	2022-23	2021-22	2020-21	2019-20	2018-19	491	457	436	419	489																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
491	457	436	419	489																																					

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
840	840	840	840	840

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
840	840	840	840	840

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	61	61	61	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	98	97	95	95

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	225	244	248	232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
202	225	244	248	232

### 2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
268	273	277	291	304

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
268	273	277	291	304

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	3	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	18	7	30	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	17	7	8	8

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.53	0.36	1.93	2.21	12.15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.00	3.86	4.35	2.76	3.3

Remark : DVV has made necessary changes.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.67	19.04	20.07	31.22	42.76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3.86	4.35	2.76	3.3

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	0	10	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

10	12	0	4	7
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	0	6	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	4	7

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	16	6	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	5	3	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	23	25	25	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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21	23	25	25	25
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Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>647</td> <td>783</td> <td>871</td> <td>869</td> <td>919</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>649</td> <td>783</td> <td>871</td> <td>868</td> <td>919</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	647	783	871	869	919	2022-23	2021-22	2020-21	2019-20	2018-19	649	783	871	868	919
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
649	783	871	868	919																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 56</p> <p>Answer after DVV Verification : 91</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>55</td> <td>56</td> <td>73</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>52</td> <td>54</td> <td>70</td> <td>54</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	42	55	56	73	56	2022-23	2021-22	2020-21	2019-20	2018-19	39	52	54	70	54
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	55	56	73	56																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	52	54	70	54																	