



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VISVESWARAPURA EVENING COLLEGE OF ARTS AND COMMERCE

KRISHNARAJENDRA ROAD, VISVESWARAPURA, BANGALORE

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vvpuraeveningcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Busy Sprinter left the race, all trophies missed

Sprinter was making crutches, all trophies clapped!

We, at Visveswarapura Evening College of Arts and Commerce, Bengaluru neither leave the race nor making of the crutches; although concerned more about the latter. Socrates said: “*Education is the kindling of a flame, not the filling of a vessel*” (and just watch the volume levels!). Our vision 'Include-Liberate-Ennoble-Enrich' guides the journey. The students learn in the evening and rule the day as the tag-line goes. The rural and urban flavor of the institution exposes the students to a greater India. We increase the social and academic capital of the students. The quality of education is inextricably linked with the concerns of social justice. The college is committed to it. It is important to help the evening learners in a holistic and liberal way. It is our duty and passion. We remember what Albert Einstein said: “Everybody is a genius. But if you judge a *fish* by its ability to climb a tree, it will live its whole life believing that it is stupid.”

This HEI was started in the year 1966 by a philanthropic organization- Rajya Vokkaligara Sangha (Estd 1906), Bengaluru. This is the mother institute of the management which later branched out into Engineering, Medical, Law, Nursing, Dental and physiotherapy colleges.

The college is located in the centre of old city, having excellent connectivity. It is close to Krishnarajendra Market. The affiliation of the HEI is with Bengaluru City University now. It provides degree programmes in the Arts and Commerce. 2(f) and 12(B) of the UGC, B-Grade of NAAC and AISHE registration are obtained. It receives Grant-in-Aid by the government and has a very low fee structure.

The Gross Enrolment Ratio (GER) for India is 26.3, which is lower than the world average. The NEP 2020 has fixed a target of 50% by 2030. We contribute for the increase of Indian GER, roping in the nonconventional group which is mostly evasive.

Lastly, we continue to practise the obvious truth that there is nothing that can't be improved. We value knowledge. We value life.

Vision

Include-Liberate-Ennoble-Enrich

Mission

- To bring even the last person of the society into the inclusive fold of higher education.
- To enhance the skill, knowledge, leadership quality and social commitment among working students.
- To create an empowered and liberated self and society.
- To imbibe the ideals of Kuvempu's Vishwamanava Principles in the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Principally the HEI is very strong as it is committed and result oriented in terms of socio-academic progress of several generations that are elusive to mainstream educational channels and life opportunities. The Committed management is concerned more about service than fame and money. The low fee structure and eminent teachers are helpful for students .

The college has a well defined concept of vision and mission which is communicated to all the staff and stakeholders. The college caters to economically and socially backward students and the fees charged is the lowest among the other colleges in the vicinity. Every year our total admission comprises more than 80% of the reserved categories and this has been the practice for decades. This broad based socialistic contribution is not without frequent academic sparks of the students. The college is centrally located and is accessible by public transport. Experiential learning is emphasized. The best practice of helping the hospital patients and spreading of Kuvempu's Universalism are popular and meaningful. The working students act as an employment exchange for themselves.

The college library has a large collection of rare, academic, and general books and computers and internet broad band unlimited facility for browsing and accessing e – resources. Power back up support is in place. Equity of access to quality education and inclusivism are encouraged with a low fee structure and right attitude for socially and economically challenged classes. Good alumni support for developmental activities of the college.

The college collects feedbacks from students and stakeholders for improvement in major constituent processes of the system. The college caters to diverse needs of learner by identifying and counselling the slow learners and mentoring. Varied learning experiences are provided to accomplish learning outcomes in learner .Excellent, internalized, internal quality assurance cell with varied committees for key aspects for quality, committees participate in decision making. Biometric Attendance (four times a day) for the faculty members, Quick grievance redressal, CCTV, e-governance, user-friendly campus, optimum sports and cultural activities are the strength of the HEI.

Institutional Weakness

Some weaknesses are our own and some are thrust upon us. In spite of best efforts, enrolment level is not up to the brim. (2021-22 is an exception). But, the decrease in demand for traditional programmes has become a macro issue. PG programmes are not sanctioned to Evening colleges. Though we wanted to increase the

number of programmes, we ended up losing two programmes functionally. The HEI does not have a research centre. The practical research patron was only UGC and it has stopped MRPs which is a hiccup for research in UG Colleges.

Our students are usually tired by the time they reach college. They cannot spare time for all the activities of the college. On the one hand teachers are expected to attend and conduct seminars, workshops and training; on the other they must engage the classes without any let up. This dichotomy victimises the teachers both ways since there is no policy blue-print. Evening colleges are victimised in many ways. It is not given sports teacher but expected to perform well in sports. Assessment of evening colleges is made on par with regular day colleges which is not correct because, structurally they are different with different contexts. Policy makers and academic peers suggest and prescribe many things for UG colleges without auditing the possible time allotment and this affects the evening colleges on a larger scale. This is a case of missing the woods for the trees.

We have increased the dependence on ICT. The use of smart phones allows deviated indulgence of non academic data. Further, it escalates the cost of education for students. It has decreased the attention span of students. Earlier we banned mobiles in colleges. Now they are making students partially ban teachers, mentally! Confusions in this regard is a weakness, though universal.

Lack of staff appointments by Government and disparity in pay scales between aided and unaided teachers affect the performance. Preparing students to face competitive examinations along with regular classes is challenging. A proper plan is lacking in this regard and thus many good ideas become wishful thinking practically.

Institutional Opportunity

We can seek financial support for minor research projects from agencies other than UGC. We make groups of students according to their present jobs and organise value added activities. We can relate collegiate learning to their vocational context. The ICT channel used widely in the year 2020-21 due to Covid-19 should be put to more effective use. Many B.Com Programme students are working with CAs. Their experience can be shared as a collaborative learning. Webinars should be organised widely since it does not come in the way of regular teaching much. Since the students' strength is slim, we can do a good job in mentoring. If preparing the students fully for competitive exams is not possible, we can guide them about the opportunities, training centres and conduct lectures by the winners of such exams. Informal teaching can be achieved by correcting and polishing the messages that students post in the institutional WhatsApp groups.

Many institutional weaknesses can be overcome if we love students and what we have to do. Mentoring can help us in this regard. Many wars are won in spite of lack of resources using optimum strategies. We can strengthen our collaboration with our sister institution of our management for various resources for better results. The faculty can increase their publication activities and exposure to seminars and workshops. The quality publishers take too long a time to publish and ordinary journals charge the contributors which is baffling and embarrassing. Still, fighting this situation, publication should be strengthened in the institution.

We have not made use of the UGC funds to the maximum. Having obtained 12B and 2f, we have missed a great opportunity. Proposed demolition of the present building and construction of a new one is one of the reasons for this.

Carrying the feedback on curriculum to the affiliating University is not happening in the level required. It should happen effectively.

Institutional Challenge

To increase admissions in college as there are many evening colleges in the vicinity. Difficulty in increasing the number of add-on courses due to want of time on the part of students. Rising cost on management due to huge pay related expenses. Lack of staff appointments by Govt, disparity in pay scales between aided and unaided teachers are disadvantageous. Guiding students to face competitive examinations interleaved with regular curriculum stress. Same is the case with extra-curricular activities beyond a point.

Changing needs and expectations of stakeholders and Industry is a challenge. The level of inter-disciplinary interactions and activities of the affiliating University is meagre. This is true at the institutional level also. Interaction with alumni at an optimum and healthy level is a challenge. Some of them are over enthusiastic with their own ideas, personal agenda, group politics etc. Interest from the industry to join the academia is not encouraging. Bureaucracy and slow decision making process of the affiliating University is disturbing. Parental pressure on students in choosing their programmes has negative effects. Reduction in motivation level of teachers because of overriding bureaucracy is also noticed.

As this HEI functions under the purview of its affiliating university, it can not bring in necessary changes that are more relevant to our students. We have to share the goals of the university which are set more on generalised aspects and this may not relate to our context fully. We can not be very individualistic in the core areas. Similarly government policies affect us. Among the enrolled students, more than about 80% are from reserved categories in our HEI. Since the government offers laptops to government colleges students, most of the candidates join there. Though our students deserve the same facility, they do not get it. Our enrolment number mostly depends on government policies and the institution is unduly criticised and rarely appreciated for this (2021-22 has got full strength for non-institutional reasons).

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The HEI is an affiliated college and has to abide by the calendar of events, syllabus, and the evaluation prescribed by it. However the college is regularly represented by its teachers in Board of Studies, Board of Examiners and and evaluation process. The teachers of the College also attend workshops conducted by various colleges and the university in order to keep themselves well informed about the new trends and developments in the framing of syllabus and taking the same to the students in effective way. The College sends the teachers to attend to all the responsibilities of the university in the process of examination including custodian, chief examiners, reviewers, valuers and squad members.

The IQAC follows up the framing of the timetable well in advance and the IQAC holds meetings for execution of the CBCS curriculum in consonance with the calendar of events of the affiliating University and the HEI's

academic calendar. Teaching methodology, cross cutting issues, outcomes and evaluation, the distribution of syllabus, supervision internal assessment tests and assignments in a transparent and fair way, time table, inter departmental coordination, work diary, responding to feedback and academic grievances are meticulously taken care of.

Teaching-learning and Evaluation

The College has adequate full time permanent qualified faculty members. The teachers are well experienced and the average experience of teachers is more than ten years. The college implements compulsory attendance fixed by the university for the students and the classes are conducted as per the university stipulation. Extra period is reserved for add-on course, special programmes, guest lectures, remedial classes workshops etc. Academic calendar is prepared in the beginning of the years and each department conducts meeting to allot teaching hours and teaching topics to individual teachers' bases upon their experience and expertise. The teachers cover the syllabus making necessary adjustment in the time table and taking extra classes if needed.

The tests are conducted at regular intervals to assess the progress and the results of the tests are taken for the allotment of internal assessment marks. The teachers are available to students for any clarification in the premises of the College from 2pm. The students are also encouraged contact the teachers for academic purposes.

The programme outcomes, specific outcomes are conveyed to the students The institution identifies the slow and advanced learners through mentor system and adopted different methods to reap targeted result.

The teachers use email, WhatsApp and other video conference calling apps to provide guidance and instructions to students. Digital platforms like e-Pathashala, You Tube etc are used. Student grievances are attended to on top priority. The self-appraisal and student feedback procedures make the HEI's academic delivery strong.

Research, Innovations and Extension

The College is not a recognized research center. However the teachers have acquired doctoral degrees during their service and also some are working as recognized research guides. Some of the teachers have publications to their credit by way of books, Volumes in ISBN and ISSN.

Blood donation is made in association with well-known hospitals. Swacchata awareness programs, Environment awareness programs, awareness about adult franchise anti drug awareness rallies, water conservation, plastic free campus, visit to educative places like state legislature, stock exchange, and traffic awareness programs are carried out. The college upholds and spreads the ideals of the Vishwamanava principles of poet Kuvempu.

The Research Committee encourages the teachers and students to organize and participate in the national and international seminars and webinars.

The HEI has got 12B and 2 f of the UGC. However the UGC is not funding research in recent years.

The students are all employed and they work as an employment exchange for themselves. Many skilled workers offer their services to their friends' contacts in the college. The teachers supervise these activities. Many students render service to the patients of a nearby big hospital by way of taking their care as attendants when they have none for such a role. In NSS camps, our students appraise the villagers about the importance of preserving the snakes and also the necessary steps and medical aid taken in case of an unfortunate snake bite. Blood Donation camp is regularly held.

Infrastructure and Learning Resources

The College has own building located in the heart of the city well connected by buses and Metro. The College has adequate class rooms, Library, auditorium, stationery stall, photo-copying service, internet, LAN, computer lab, drinking water, rest rooms and private rooms for ladies, first aid and sports facilities. Enough toilets, PwD toilets, power back-up, health care, canteen, wet, Dry and E-waste disposal facility, are made available by the college. Recently the BBMP has provided Wi-Fi facility to the campus. ICT enabled seminar halls, all round CCTV surveillance, extended library facility tagged from another college, free parking facility, greenery, open-air-theatre, All the departments have separate staff rooms and each department is provided with computer with net connection. They college has hostel facility for boys and girls with an arrangement with the management and will be accommodated on demand.

Though we wanted to introduce PG programmes, we are disappointed that evening colleges are not sanctioned such programmes.

The College has good parking facility for the students and the staff and canteen and stationary shop is available within the premises. The college has small auditorium and many big auditoriums are available within the premises belonging to the same management which can be used for bigger functions

Student Support and Progression

The College keeps a low fee structure compared to other private Grant In aid colleges. This is in view of the students coming from surrounding villages who hail from low income group. There are students belonging to SC, ST, BCM and minorities in majority who get scholarship mainly from the government. More than the number of seats allotted by reservation policy is given to the SC/ST/OBC categories.

Scholarships are not sanctioned easily to our students as they are employed. But the college strives to get it. Students are encouraged to use City bus and bus pass facility is extended to them on a top priority.

The College conducts sports, cultural activities, various extension activities, observes national Festivals, and various entertainment activities for the benefit of the students.

There are Yoga classes, computer literacy classes, and counselling about the job and career opportunities. Life skills, communication skills are imparted to the students

Details of Programme, Courses and facilities, major events and achievements of the Institution made known to the students. Freshers are oriented familiarizing with rules, Anti-Sexual harassment, Anti-Ragging posters are displayed. ramp facilities, PwD restrooms, CCTV are in place. The Alumni Association contact is made available to the students.

Governance, Leadership and Management

The College is one of the institutions run by the philanthropic organization called Rajya Vokkaliga Sangha established in the year 1906. The Visveswarapura College of Arts and Commerce has come into existence in the year 1966. The College has BA and B com programs in CBCS and System. This is a Grant in Aid College and is governed by the rules and regulation of the Department of Collegiate Education, Government of Karnataka in the matter of staff recruitment and service regulations.

In academic matters the College is governed by the affiliating university namely Bengaluru City university after the trifurcation of the erstwhile Bangalore University. E-governance is predominately practiced. Examination, Salary, Collegiate department administration, banking, enrolment, examination fee payment, issue of admission tickets are carried out in digital way.

The management appoints a governing council consisting of management members, principal and represented

by teachers which is called Governing council. But at present the management is superseded by the government and there is no governing council as such. However the principal is performing the responsibilities in continuous consultation with the administration

The Principal who is also the Chairman of the IQAC leads the HEI in terms of academic and administrative spheres. Various committees carry out different responsibilities such as Grievance Redressal, Anti Ragging, mentoring, sports and culture etc.

Institutional Values and Best Practices

The institute is committed to the values and social obligations. Government has reserved 50% seats for different categories. More than 80% of admissions here are from such categories only. In a way this HEI is a specialisewardingd learning centre meant exclusively for the underpreveliged. The general merit students are usually from weaker sections. Increasing the social capital is qually important as enhancing the academic capital though it may not be econimcally rewardingni. Neither is it usually recognised by the society and the critics. We may not always coach students to win a race but we make sure they stand and walk first. On the other hand, we have university toppers too.

In all act the vision and mission concepts of the HEI work in the background. Informal teaching methods are used without hampering the mainstream academic requirements. Collaborative learning, reference skills, semi experiential learning are encouraged.

1.Admission is not refused to any slow learners, failed students or any other candidates. 2. Students are allowed to pay their fees in installments. 3. All our students are working and they are encouraged to act as employment exchange for one another. 4. Students of different trade help other students with their skill at a very nominal or free of charge. 5. Students who bring their motor bikes are not allowed unless they carry their helmets. 6. Motor bikes of students are checked for no-pollution certificates. 7. Students are made aware of waste management. 8. Lady teachers take care of the girl students' emergency health care and allied requirements. 9. Our students help the needy patients of a hospital as attendants in times of need as 'Arogya Bandhu'. 10. We spread the message of Kuvempu to the students and society. 11. Many commemorative days are observed to inspire and educate the students.

Covering a long journey, we intend to make this HEI a “College with Potential for Excellence” as per UGC guidelines.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VISVESWARAPURA EVENING COLLEGE OF ARTS AND COMMERCE
Address	Krishnarajendra Road, Visveswarapura, Bangalore
City	Bangalore
State	Karnataka
Pin	560004
Website	vypuraeveningcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Y. Prakash.	080-26675473	9845781943	080-26675473	vvecprincipal@gmail.com
IQAC / CIQA coordinator	Gurudutt T.n.	080-26850227	9448447055	080-	vvecnaac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	03-01-1966

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Bengaluru Central University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-12-1967	View Document
12B of UGC	01-12-1967	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Krishnarajendra Road, Visveswarapura, Bangalore	Urban	1.36	3151

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA,Arts	36	PUC	English	200	42
UG	BCom,Commerce	36	PUC	English,Kannada	100	60

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				5				3			
Recruited	0	0	0	0	5	0	0	5	3	0	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	0	0	1	0	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	0	0	1	0	0	2

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	188	0	0	0	188
	Female	87	0	0	0	87
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	34	30	31	26
	Female	14	11	12	9
	Others	0	0	0	0
ST	Male	4	2	1	3
	Female	2	1	4	1
	Others	0	0	0	0
OBC	Male	140	122	103	101
	Female	58	47	44	25
	Others	0	0	0	0
General	Male	4	5	6	4
	Female	3	4	2	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		259	222	203	171

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The HEI is affiliated to Bengaluru City University. We follow the patterns of academic delivery in respect of NEP as specified by the university. However, we are bringing in the spirit of NEP in class rooms in the context of the prescribed syllabus. We look forward to robust implementation of NEP in coming months.
2. Academic bank of credits (ABC):	One of the provisions of the NEP is the introduction of the Academic Bank of Credit. The student can earn up to 50 percent credits from outside the institution. It is an academic service mechanism as a digital or virtual entity to facilitate students to become its academic account holders. We are awaiting the

	<p>pattern of implementation to be specified by the affiliating university.</p>
<p>3. Skill development:</p>	<p>Skill development is a very essential feature of NEP. It can happen in the best way as our evening college students come from many professional backgrounds. We encourage the sharing their experience in the context of academics and group discussions. The idea of experiential learning which was carried out in a small way claims a better space now. The university is evolving the syllabus for effective implementation of NEP for us.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our students are employees who work during the day. They do not have much time to spare for an extra course in a regular way. But we encourage them to consult the online/digital sources for understanding the Indian knowledge and its system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Now OBE is incorporated at the level of syllabus framing itself. We take extra care to see to it that the OBEs are focused better in the process of teaching, learning and evaluation. Being conscious of OBEs renders the academic task more streamlined, strengthened for both teachers and learners.</p>
<p>6. Distance education/online education:</p>	<p>We do not have distance/online education officially. Use of ICT, online sources, e-books have become recent methodology of teaching and we encourage it. The learner can rule his context amidst various learning mediums and teacher remaining a resourceful facilitator.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
97	89	89	89	89
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
271	259	222	199	171
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	150	150	150

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	73	52	57	47

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	10	11	10	12

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	10	11	11	13

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.98	6.04	5.16	4.75	4.14

4.3

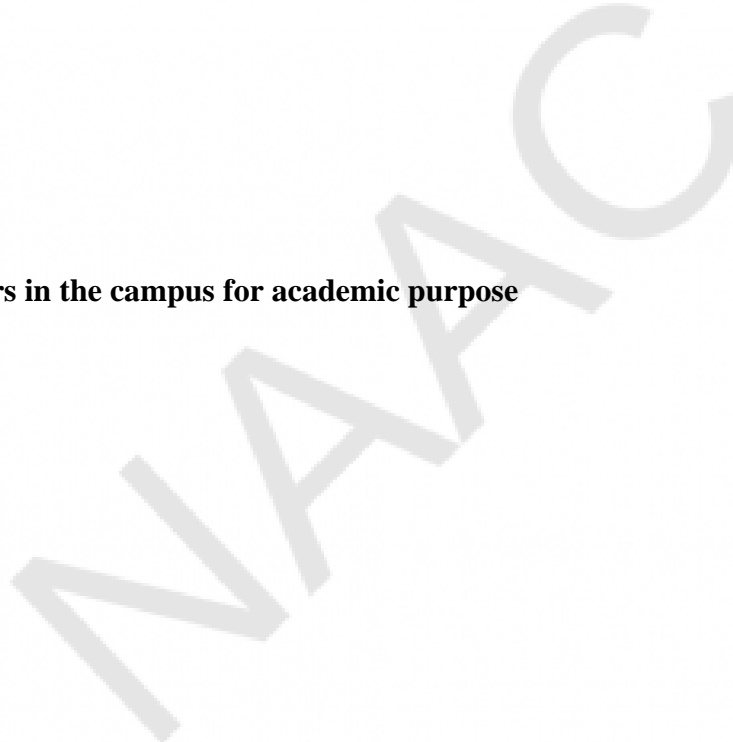
Number of Computers

Response: 33

4.4

Total number of computers in the campus for academic purpose

Response: 25



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum prescribed by Bengaluru City University is delivered in letter and spirit. The curricular planning and its implementation are executed in a systematic manner. Curricular and co-curricular activities are well planned in the academic calendar to lead towards the set outcomes of all collegiate elements. In the Orientation session and introductory classes, students are informed about the roadmap of the curricular and co-curricular activities. To ensure the effective execution of minute level teaching learning, Work diary plays a very significant role. The university course is structured as a whole-time enterprise if a full learning and a good grade in the examination is aimed at; and mitigating the involvement of the students in it will bear adverse effects. As our colleges is meant for students engaged in some employment already, they work during the day time and learn during evening/night. They don't find extra time for additional learning in the form of Add-on courses. Yet, we have add-on courses but very limited in number.

Our teachers attend the workshops on revised curriculum. In the workshop, contents, depth and relevance of the curriculum are discussed. It helps the faculty to deliver the curriculum effectively. The concepts of experiential learning and the revised Bloom's Taxonomy are used for making the curriculum delivery a truly happening thing.

At the beginning of each academic year, each department prepares academic calendar incorporating curricular and co-curricular events in alignment with the academic calendar of the college. The college academic calendar is prepared on the basis of departmental calendar of all departments and various committees. Work Diary is a very useful record of our teaching learning process.

The implementation of the teaching plan and lecture notes are supervised regularly by the head of the department and many departments are made of just one teacher. Every month the head of the department informally discusses with the Principal about the progress of teaching and learning. The college conducts unit test, home assignments and the pre-semester exam. The process is fruitful to improve the quality of teaching and learning. The IQAC monitors the overall teaching and learning process by collecting the students' feedback.

Courses are allocated to the faculty members based on their preferences and college requirements by the Commerce department and the rest of the departments have single teacher. Individual time tables are prepared for each faculty member reflecting the work load. All these time tables are prepared by Time Table Committee.

Each faculty member prepares detailed course plan including the text book(s), reference book(s), web resource(s) and ICT tool(s) to be used for each topic. Model question papers/ previous question papers are referred to copiously. Each faculty member prepares the course file which includes the time table, course plan, course outcomes, mapping of course outcomes with program outcomes & program specific outcomes, attainment levels and targets, identified curriculum gaps, corrective actions, materials module-wise, handouts, previous question papers and previous performances. After the completion of the semester,

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

In the beginning of the academic year, academic calendar is published by the University. The college ensures effective time management and strictly follows the schedules given by the Bengaluru City University. The college carries out effective planning to stick to academic calendar having CIE in mind. This allows the teachers and the students to space out their teaching and learning and regular assessment of the same. Following the university calendar, every department creates internal calendars to ensure timely and effective delivery of syllabus.

The academic schedule is displayed on notice board for reference of the students and staff. It is also

uploaded on college website for the all-time information of the students and stakeholders. It carries approximate schedules regarding admission process, teaching-learning schedule, evaluation blue print, curricular and co-curricular activities, major departmental and institutional events to be organized and dates of holidays. The college follows its academic calendar for conducting internal examinations. From a genuine perspective, Continuous Internal Evaluation of the students is made by conducting home assignments, tutorials, surprise tests, unit test, open book exam are included in the academic calendar and they are implemented at the end of the semester. Some of the activities are intentionally organized for

students to assess and upgrade their subject knowledge such as the screening of live budget sessions, PM's 'Mann Ki Baat', 'Pariksha Pe Charcha' and discussion on such topics as a part of CIE.

The examination committee works on the slots reserved in academic calendar for internal evaluation and prepares and displays the time-table well in advance. The departments prepare their own teaching plans in their meetings keeping in mind the schedule of internal evaluation as in the academic calendar of the college as well as the additional tests. The surprise test, open book exams and assessment of the short term/add on courses is conducted separately by the respective departments. Internal Assessment is carried out as per the university guidelines.

The following are the important aspects of the academic calendar.

- a. Academic schedule of departmental activity
- b. Arranging of different exercises of individual panels.
- c. Planning of extra-curricular activities of N.S.S. and cultural department.
- d. Activities of Sports including prize distribution function.
- e. Planning of Examination at the college.
- f. Tentative schedule of University Examinations.
- g. University schedule of holidays and vacations, term end and term start dates.

In case of any required change, the university communicates the modification to the college and the college implements the same, informing the students.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**

4. Assessment /evaluation process of the affiliating University**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented****Response:** 100**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 2

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

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 10**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

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

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 42.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	58	106	110	87

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum offered by the university addresses the cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics. The institute believes in maintaining healthy environment for all of its stakeholders.

The vision, mission, motto and core values of the college speak volume about these cross-cutting issues. Naturally, the college integrates various life skills, values, local and global challenges through its curriculum delivery. The college offers courses in which each and every issue such as civic sense and responsibility, gender, environment, sustainability and human values are addressed. Naturally, each teacher integrates all these issues as a part of their teaching-learning process. In the traditional faculties like Arts and Commerce, all these aspects are practically addressed. While teaching the prescribed syllabus college arrange various activities and programmes to address the cross cutting issues such as – a) Gender Issues:

Reservation policies, constitutional provisions especially for women, visit to the court are covered in Political Science, Sex ratio, education of child mortality, water scarcity, drought, flood, pollution, urbanization and modernization and village surveys are practically exhibited through Geography, Gender issues in History, Demographic issues in Economics.

The issues of gender equality are best portrayed in poetry, drama and novels such as Pride and Prejudice, Three Sisters, Theories of Feminism, Stories of Premchand, Mahadevi Verma, Mamta Kalia, V.S. Khandekar and dramas of Tendulkar. b) Environmental Issues: Environmental studies are compulsory subject at B.A-II & B.Com-II level and also some environmental issues included in the syllabi of History, Economics, Geography, Kannada and English. c) Human Values: Human Values are covered in curriculum of political science, Economics, History, Geography, Marathi, Hindi, English and B.Com program. d) Professional Ethics: In commerce and management professional ethics are inculcated with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Mercantile Law, Business Environment and Business Communications. Communication and soft skill has place in many of these courses. Professional ethics are also integral part of curriculum in all programmes. In Commerce faculty, business skills, multifaceted economic and commercial values are incorporated among the students. There is a compulsory paper of Environmental Science in which a detailed project report is prepared based on the surrounding area. Apart from these issues included in the syllabi of affiliating university, our college has taken the various steps to inculcate these issues among the students. Following are the activities carried out by the college. NSS and NCC unit of the college actively participate in the national flagship programmes and address cross-cutting issues at community level. In order to strengthen mentally and physically, yoga training is provided to girl and boys through a certificate course in yoga and meditation.

Apart from this the institution formed Grievances Redressal Cell to provide counseling, promote gender equity and also deal with related issues of safety and security of students and lady staff as well to dissolve discrepancies among students and staff. Anti Ragging Cell, Human Rights Cell, RTI etc help address the issues in question.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.47

1.3.2.1 Number of courses that include experiential learning through project work/field

work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	4	4	4

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 18.82**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 51

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 30.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	107	87	93	63

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 60.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	107	87	93	63

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

This HEI paves way for academic openings for learners from different exposures and abilities. As they are with various capacities joining from scholastic foundations, it is an intense test to put them onto one single learning arena. Notwithstanding, to address this difficulty, different techniques have been put in place in collegiate teaching logistics to guarantee ideal and optimum results. Various measures have been executed to meet the necessities of both sluggish and progressed students. Learners are surveyed and distinguished, not making it visible of course, as sharp and moderate students dependent on their presentation in past qualifying tests. Considering the performances in class test, academic interactions are some of the approaches to assess the capacity of the learners.

To address the scholastic issues of moderate students, additional classes are coordinated, and the accompanying procedures are applied: Special and remedial classes are coordinated to explain questions and to re-clarify themes that are not perceived. Past question papers are additionally examined and tackled to prepare target groups to confront their challenges. These factors help in further developing the students. Notes and study materials are made accessible to them to enhance class level deliberations. The library additionally provides them the learning material. Cooperative learning is encouraged generally. Moderate students are upheld by their companions in contemplating. This is a type of gathering action where the high level student inspires his friends who are possibly more fragile in a specific course or unit. This is done in an amicable way without causing any embarrassment and is extremely successful in assisting them with arriving at their scholarly objectives.

The jump from Pre-University to Degree frequently accompanies a gap for certain pupils. Extension Courses or bridge programmes are led in required subjects and chapters to instil the confidence and knowledge support among the learners so that they catch up with their educational program and extend their capacities.

The slow learners advised to solve questions papers from previous years to get acquainted with important topics. They are provided with a new mini question bank also. They are also frequently counselled by subject teachers, and their progress is monitored.

Mentoring programme is followed in all Departments. Mentors (teachers here) are allotted a specific number of pupils who might investigate every scholastic test and accomplishments looked by the mentee. The mentor additionally offers directing on wellbeing and different issues that trigger pressure in them. This intuitive framework gives data about cross sections of learners and assists with connecting the split between scholastically splendid ones and the ones with different interests. The Institution distinguishes exceptional instructive or adapting needs of cutting edge students through direct communication.

Progressed students are urged to take set a higher goal at more significant standards through steady observing and assessment. Their capability to dominate and make progress is channelized to assist them

with accomplishing top profession choices. They are spurred to become group pioneers and help their friends. This action creates cooperation, obligation, and administration quality among understudies.

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

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

Response: 20.85

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The HEI attempts to make teaching-learning a non singular and non linear process. The focus is on using learner centered techniques to support and encourage truly involved participation in the teaching-learning process. For this, various pedagogical and non pedagogical approaches (like mentoring) have been put to work which ensure enhancement of the learning levels of the students. Various experiential and participatory learning motivate the learning. In regular classroom teaching, teachers employ experiential learning such as problem-solving methodologies, role-playing activities, classroom seminars, group discussions. This way most of the classes can be turned into sessions of experiential exposure to knowledge.

Further, the institution challenges students with assignments on regular basis to check their level of understanding on the subject. Quizzes are held from time to time to maintain students in a friendly and competitive environment and to check the overall progress of the class.

Experiential learning

The teaching faculty of the College promotes experiential learning method as already said. The main objective of this method is to enhance and facilitate the learning abilities of the students and making learning not a boring activity. Use of ICT, Conference call class with interaction etc are also useful. Some

students who fight shy in the class interact well from their houses in online sessions.

The students take active part in various extra and co-curricular events which help them in developing their management skills. Special programs on Women's day, Independence Day etc. are also conducted by them.

Experts from industry share their experience with students which prepare them for the real time job scenario.

Participative learning & Problem-Solving Methodologies:

The syllabus is framed by the respective Board of Studies, revised and updated periodically. The syllabus has a unit – pattern for every paper/subject. Lesson plans and notes for every subject/paper/unit are prepared by respective teachers.

Students actively participate in activities such as: Class Seminars, Group discussions, debates, questioning method, Quiz method, Role-playing method/Acting out method Drama/Mimes, Field visits/Industrial visits/Survey etc. Further, in participative learning, students are given certain topics which are of utmost importance both academically and practically, they are then divided into groups and asked to analyse and reflect on it. In this way they get an opportunity to conceptualize the theoretical aspects. It helps them in reflective thinking, problem solving and in logical questioning.

In order to develop and enrich student's creativity, decision-making ability, critical thinking, reasoning power, the College has adopted this method. Outreach activities are offered to develop human values, ethics and leadership qualities among the students such as: NSS camps. The College gives priority to the holistic development of the students outside the classroom through extra-curricular activities. Some of the committees like Cultural Committee, Sports Committee, Alumni Committee, Library Committee, have student representations and participation.

Academic Curriculum as prescribed by University encourages the Student centric learning approach by including ICT and media usage during lectures and classes, the workshops, add on courses, projects, seminars, group discussions, competitions, debates, quizzes, enactments etc.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Instructing is a participative learning measure. There are numerous manners by which this can be carried out in institutions. Our college underscores on creative and experiential encouraging techniques to educate the learners. This is of specific significance to us as we are an evening learning system which obliges an extremely assorted gathering of students who are proficient in performing various jobs; the students are working souls during the day and learners in the college in the evening. The staff put their best forward to make their learning cycle as attractive as could be expected. Toward this path, ICT is to a great extent relied on to make ideas more clear to the learners.

The greater part of the workforce utilize this in the business lab and furthermore the library where LCD installations work with this. The English and Kannada departments routinely screen motion pictures which mirror certain exercises instructed in the curriculum. Youtube is one more significant source where students are presented to short films of specific ideas. Ecological issues, yoga and gender issues, latest social theories are additionally covered under ICT. Since participative learning is a significant idea, teachers guide the students to make power point programmes of themes disseminated in class.

Our HEI has regular teaching rooms with one theatre/auditorium which has projection camera and a smart board. Instructors and students associate with each other sitting here. The vast majority of the pupils have PDAs (which are currently permitted in the institution for scholastic purposes ordinarily) and they are cooperating with instructors through their cell phones. They additionally utilize scholarly you tubes, video and so forth.

However a successful educating was contrived using OHP, presently its utilization has gotten outdated.

We have a Business Lab for the department of Commerce. And have PCs serving as Network Resource Center. Separate PC lab is additionally useful. Library has PCs which give broadband web office to the students.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 45.17

2.3.3.1 Number of mentors

Response: 6

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 96.64

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

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

Response: 47.27

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

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

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

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

Response: 19.15

2.4.3.1 Total experience of full-time teachers

Response: 249

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Evaluation is an integral part of teaching-learning process. With regular interactions of IQAC and Heads of the Department, examination committee plans and works out for reforms in the evaluation system. The college adjust academic calendar by including internal assessment, and the university examination. The institution is following the guidelines issued by the affiliating University for allotting the Internal Assessment marks for each student.

Apart from university prescribed methods like assignments and tutorials, more relevant methods such as surprise test, multiple choice questions, mid-term examinations, peer evaluation, are experimented in the internal assessment. As per the academic calendar, tentative schedule is prepared and communicated to the students.

Our institution caters to the needs of slow learners. We take extra efforts for such a lot. The examination committee monitors and conducts internal examinations in the college. Each department follows the rules

prescribed by the University in conducting Internal Exams or Internal Evaluation process.

Unit tests/tutorials are conducted periodically. Preparatory examinations are conducted before university examinations. The assessment work is carried out by the concerned subject faculty in the institution. The evaluation reports are prepared within the stipulated time and communicated to the students in the classroom as well as displayed on the notice board.

There is at least one internal test per semester though it may not be a requirement of the university system since last few years. The departments with small number of students conduct more tests. Question papers for all tests and assignment are linked with course outcomes (COs). Students are provided with question bank with questions linked with all COs in the beginning of the semester. Results are declared within a week from end of exam. Compiled marks are displayed and communicated to the students. Ledger of evaluation is prepared and kept for the students to know their progress. Some departments arrange students/parents teachers meet in which their performance is discussed.

To encourage students in co-curricular activities ten extra marks are assigned who successfully complete the two years of NSS with camp, outstanding performance in cultural activities and Physical Examination conducted by the university.

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

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Students can notify their grievance related to internal examination through Mentors, Class Teachers and Complaint box. Sometimes general grievances can be anonymous too. Usual grievance about internal examination felt by the students is that they got less marks. After listening to teacher's objective explanation, they calm down. Because, the evaluation process and marks allotment are totally transparent. Sometimes open house valuation is done if desired by the students. In doubtful cases, re-totalling and review of assignment/paper are done in a friendly way. Teachers never think that only they are right.

Enough care is taken while entering of the marks from one document to another. Usually problems don't come. If the problem is a simple one, the examination section of the office solves the issue immediately. Otherwise, it is brought to the notice of examination committee. The committee with the superintendent goes through the grievance and if need be, solve it on a one to one basis. Any grievance relating to delay in declaration of results, non- issue of marks card, correction of errors in the marks cards etc are forwarded to the university by the college.

Since our HEI is an evening college, the time gap between our working hours and the university working hours are different. Hence a member of the office staff in charge of examination section is deputed whenever more time is required to attend the case, to follow the grievance during university working hours to help the student. If a grievance case needs record verification, then, an office copy of internal marks, assignments, attendance are also forwarded to facilitate quick redressal. Telephonic follow-up is regularly made as per requirement. Meanwhile, the student is cheered up and told to rest assured.

At the college level, the test papers are corrected and distributed to the students. The students can get any clarification required on these. The marks of internal assessment are displayed on the notice board and any discrepancy noted by the student is thereby clarified.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

It is very obvious that the teachers know the stated POs and Cos. It is the requirement of the teachers to deliver curriculum effectively and design their teaching accordingly. They peruse and elaborate upon these during the framing of the syllabus and workshops on it. For question paper setting also detailed map of Outcomes is necessary as evaluation should happen across all outcomes. During the scrutiny of question paper, discussions on Outcomes take place. It is also important for the students to be aware of this to have the proper perspectives of the subjects and face the examination and career world. They students familiarize with these through different platforms like prospectus, syllabus, library, website of the institution and the university, class lectures, notification on the notice board. Deliberately it is communicated across different channels to drill the concept into the minds of the learners. The curriculum and syllabus for BA & B.Com conforms to the outcome based teaching and learning process and have been designed in a specific way so that each of the courses meets one or more of these outcomes. The effects of

these outcomes are put to a sort of test practically when we conduct the feedback survey of the employers. Analysis of this feedback deliberated upon during the process of syllabus revision.

Students are specifically benefitted by knowing the out comes. They can focus the core areas better, rote learning is avoided. They will get an idea for further studis. Some commerce students who were strong with their programme and had a mastery over outcomes found it easy to work for American company after training, though what they learnt were different from their work-American Taxation domain.

The programme outcomes of BCom are, in brief, as follows: 1. analysis of financial statements 2. Planning and budgeting of resources and finances . 3. Auditing of accounts statements 4. Use of modern tools for commerce

PSOs- 1. commerce knowledge, modern technological tools, and analysis of market trend.

BA -POs: 1. To increase their knowledge base-, culture, literature, and systems of administration. . Effective communication.COs are:1. History: understanding of the past and contextualizing the present.2. Economics: understand market structures and the theories. 3. Political Science: Governance and various other administrative skills. 5. English: Effective comminucation and literature

PSOs: 1. History: Contributions of great rulers, social reformers and sculptors of society enrich the knowledge base of the students. 2. Economics: A study of the subject enables the students to understand how concepts of utility, demand, preferences, income, impact everyday life. 3. Political Science: A study of the Indian Constitutional philosophy, judicial system helps students to understand governance and also equips them to take up competitive examinations. The students benefit from this study to pass competitive examinations. 5. English: A study of English language helps to develop communicative skills in the students and to improve their languages skills to meet the demands of real life situations.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document

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

Response:

The Institution has a well-defined mechanism using online software to track and monitor the attainment levels for program outcome, course outcome and program-specific outcome. Faculty Members define the

assessment methodologies and each question of the internal assessment are mapped to program outcome and course outcome. Internal Assessments include the First Internal Exams, Model Exams, Assignments and Seminars for every semester besides other indirect means of assessment like discussions, debates, quizzes and other class activities. The result and performance data of every student is considered and the attainment levels of PO and Cos are analysed. The IQAC, mentors and HODs regularly monitor the attainment level for every course.

If the attainment level of any course is below the marked level, then additional measures such as remedial classes, tutorial classes, additional assignments, counselling, etc. are conducted. The recruitment of the Faculty is based on their qualification, experience and their skills in effectively achieving the POs and COs. Faculty Members are also encouraged to update their subject knowledge and stay up-to-date with changing trends in teaching methodology and delivery by pursuing higher studies, participating in Faculty Development Programmes and Seminars as it enhances effective attainment of POs and COs. The attainment of PO and CO is linked to teaching tools that are employed. Faculty Members have evolved from the traditional chalk and talk teaching technique and use experiential learning techniques like conducting group discussions, quizzes, seminars, workshops and organising field visits and internship. Infrastructure is another focus for attainment of POs and COs. The classrooms are ICT enabled and state of art Computerlaboratory has been established as these are critical for enhancing the teaching learning effectiveness and outcome attainment.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 73.21

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
58	59	44	35	20

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

2020-21	2019-20	2018-19	2017-18	2016-17
69	71	49	55	44

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.77	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

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

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

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

3.1.2.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 18

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	4	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 1.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	1	2	3	0

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

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

Response: 0.36

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

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

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

3.3 Extension Activities

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

Response:

Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words.

The students who participate in the extension activities become new personalities. It is better than any preaching. Siddhartha got insights that made him Buddha after he underwent the true and inevitable life experiences of the masses. Extension activities render similar effect at least in some lesser degree upon the students. They are very important for the growing youth who possibly are lost in the virtual digital world now a days. The students are exposed to empathy, dignity of labour, inequality, deplorable social and civic conditions, fighting spirit, endurance etc.

In 2014-15, a special service camp for 07 days from 02/03/2015 to 08/03/2015 at Chokkanahalli and

Dasabayakan aHalli, marenahalli Bangalore North Taluk was held. Inaugural function on 02/03/15 was held at 4.00 pm in Chokkana halli village. Dr. Appaji Gowda, President of Rajya Vokkaligara Sangha presided over the function. H S Dase Gowda, Zilla Parishat Member, Smt Boramma narayana Swamy and Shobha Narayan Swamy were the chief guests. All the office bearers of Rajya Vokkaligara Sangha, directors of Rajya Vokkaligara Sangha and the Principals of Visveswarapura College of Arts and Commerce, Bangalore and Visveswarapura Evening College of arts and Commerce, Bangalore witnessed the event. The valedictory function was held there on 08/03/2015 at 3 pm.

Activities undertaken and the services rendered by the participants:

Cleaning the drainages and developing awareness –removal of unwanted plants and weeds on roads-cleaning of government school campus and planting saplings-construction of a mini road for the village-developing environmental awareness, sericulture farming, awareness about banking, cleanliness, health and hygiene through special lecture series-street plays and road shows to create awareness about deadly diseases like HIV and AID (and covid-19 in recent years)-cleaning of drinking water tanks-developing patriotism among the youth of the villages- Giving cultural shows to the villagers-cleaning the grave yard of the village and planting about 101 saplings.

Similarly camps were conducted in all the years. The one week camps offered the students many takeaways. They reported that they started keeping environment around their homes cleaner for they had developed aversion towards untidiness. They inspired many to dispose the waste properly and hand it over to the BBMP staff regularly. During Covid crisis the staff and the students responded to the call of the government and served the community and the college in various ways. In the process we lost Prof. Mallesh B who contracted Covid in one of his extension activities. Several teachers contracted the infection but recovered. This happened even after following the prescribed SoP.

Dr. M.S. Govindaraju, HoD of Commerce is rendering services as an Academic Officer in the management on honorary basis spending extra time from 10 am to 2 pm. He works as an advisor in respect of various administrative matters connected with different institutions of the management. He acts as a liaison officer between the HEI, the management, the University, the department of Collegiate Education and various other authorities.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 6****3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	1

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response: 25.36****3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	77	50	50

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 15

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 10

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college was established in the year 1966. It has a large campus surrounded by natural environment. College has adequate infrastructure facilities for the purpose teaching and learning. The spacious campus is built up with 15 acres out of which about 2 acres is used for Visveswarapura Evening College of Arts and Commerce. It has 14 classrooms distributed ground and first floors with proper ventilation, lighting and seating facilities. Building also provides separate principal chamber, office room, staff rooms with cubical, library, computer lab and commerce lab, NSS room, alumni room, wash rooms and girl's common room.

We have appropriate numbers of computers for students and office with WIFI facility for the efficient implementation of ICT.

Institution is accompanied with ladies' hostel of the management which is well maintained with cleanliness and hygiene. Accommodation will be given as per demand and availability. A stationary shop is maintained by management for students convenience. In addition to this, the institution is attached with Canara bank to meet the financial needs of staffs, students and public as well. Canteen is also provided to serve good quality healthy food at reasonable price. Institution has been facilitated with pure drinking water through Installation of RO Plant at campus. A large space is provided for parking of the vehicles of students and staff members. UPS and generator facilities are available to substitute the needs in time of power cut. Separate washrooms for girls, boys and staff are well maintained. A few of them are upgraded for the use of PwD. The entire college is under CCTV surveillance and the building is guarded by security personnel 24*7.

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

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

Response:

College provides primary prominence towards extra-curricular activities like culture, sports and games etc.

We have cultural committee represented by faculties and student members to encourage and coordinate in organizing various cultural events. A large auditorium with seating capacity of 250 seats is built in the campus and two seminar halls provided with ICT and other technical necessities are also found along with organizing various events these halls are made available for students to practice various cultural programs.

Institution believes sports as a part of healthy life hence it gains large importance along with classrooms learning. College has large playground which supports wide varieties of sports such as kabaddi, volley ball, throw ball, basketball, cricket, badminton and well-equipped indoor games like chess, table tennis, carom, including the facilities for various athletics. College has sports committee and students are encouraged at participating in inter-state and inter collegiate competitions by re-embusing the T.A / D.A allowance incurred by them. jersey symbolizing college is issued for players. Added to this fee's concession benefits, track suits for those students representing college at state, national and at university level. In connection to this the student achievers in the field of various sports and athletics are felicitated by college as a token of appreciation and motivation.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 17.65

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

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

Response: 120.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.00	8.00	7.38	5.51	4.91

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Our college library is very spacious which functions as primary information Centre for both the students and staff members and library has a seating capacity of 40 people at a time. The library infrastructure provides a very calm environment to study and excel in their work as well. It houses an enormous number of text books, journals, competitive exam books, Newspaper magazines and e-resource by N-LIST which provide access to large no of books through registration and login ID. The library books can be borrowed at any time by both the students and staff members. Each book is been identified with unique ID numbers and bar code. The books are issued to the staff members students through library cards.

The library also uses an (Integrated Library Management System) ILMS software called as Lib Soft which was purchased in the year 2005, and the current version of the software is 4.3.3. This software helps library staff for weeding of the old books and for updating the new books which are purchased every year through UGC grants. The ILMS software also helps the college to maintain other resources periodically time to time. The software can be accessed by using separate ID and password by library staffs.

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

4.2.2 The institution has subscription for the following e-resources

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

5.Databases**6.Remote access to e-resources****Response:** D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 0.69**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.56	0.99	1.26	0.26	0.39

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 4.93**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 14

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Our college provides a range of IT facilities to help the students and both the faculties their studies. This includes exclusive computer provision with internet. Each department has its own set of classrooms to enable both teachers and students for teaching and also learning purposes and our IT supported facilities are been regularly updated.

The college office uses WIFI facility and software for admission of students and fee collection. The examination section uses WIFI and software to fetch the results in each semester and all other matters of the college. These IT facilities are been updated once in every two academic years.

The college library uses an updated software called Lib Soft software for library automation and management purposes using this software the library keeps track of the books and others E-journals. The new books purchased every year will be updated both physically in a ledger and also digitally in the easy lib software, each book will have its own unique identification number along with the barcode. The library also maintains the books that are donated by other people for the college.

The students are encouraged to use National Digital Library of India, National Academic Depository and Swayamprabha. Their linkes are provided on the website of the HEI.

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

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

Response: 10.84

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 114.97

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)

2020-21	2019-20	2018-19	2017-18	2016-17
15.54	6.45	5.55	4.84	4.26

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The college takes the direct responsibilities in the maintenance of infrastructure and support facilities. The financial administrator and office superintendent will monitor the quality of maintaining the infrastructure and equipment's, the custodians of the equipment's frequently examine them from time to time for the maintenance and repairs of the equipment's.

Electrically sensitive equipment's are provided with necessary backup to ensure steady functioning and safe guard against voltage fluctuations. In case of dis-interruption and backup generator and UPS is used to provide the power for the equipment's. The power requirement includes classrooms, library and laboratory also of the college.

Class Rooms

The class rooms are been well maintained and cleaned every day there are sufficient infrastructure like benches and black boards and ceiling fans in all the class rooms for the usage of the teachers and students for learning purposes. There are multiple class rooms in second and third floor of the college.

Computers

The college has a separate computer lab and language lab and business lab as scheduled in the time table. Any repairs beyond the scope of the system is handled by external agencies. The registers are maintained in each laboratory for academic purpose.

Sports

All sports amenities are under the in charge of the director of physical education. A separate sports room houses all the sports equipment's and utilities for the usage of students at all time in the college. The maintenance of common facilities like the ground and other amenities is been carried out regularly

Library

Library facilities are open to students from 02:00 PM to 9:00 PM in all the working days of the college, any student can use the books or the other resources of library any time. The maintenance and utilization of library resources are carried out regularly by strictly following the library rules. The maximum period for loan of books is 14 days. The students and teachers can also access the reference books in the respective section and can also access the magazines and daily newspapers for the enhancement of their knowledge from time to time. We have MoU with our sister college which is housed in our building to allow our students to utilize its library facilities

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 4.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	3	7	7	12

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

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

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

Response: A. All of the above

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

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 21.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	46	51	46	42

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 9.51

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

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

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 42.67

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 32

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	2

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 0

5.3.1.1 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) year-wise during the last five years.

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

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The College has a well-functioning and generous inclusivism of students in the activities related to them. We believe it is their right.

Class representatives are chosen by the students for the smooth working of the activities. The Class delegates alongside volunteers, under the direction of teachers and committees join hands with the college in different capacities and lead /participate in co-curricular and extra-curricular exercises. The delegates form WhatsApp groups where in regular updates about classes are posted. This is of specific significance to evening college on the grounds that, there are numerous who for different reasons, cannot maintain a steady attendance and make do with digital pedagogic sources sometimes. When they have missed classes, recaps are accessible in the digital group. Notices with respect to notes, tests, and assignments are sent through messages that make communication foolproof. Teachers also participate in the group communication for academic and encouragement purposes. The transparency and cooperative administration and learning, along with other factors, keep the vision (Include-Liberate-Ennoble-Enrich) and mission of the college fruitfully active.

The class representatives will participate in the committees (like sports, cultural activities, Red Cross and NSS etc). These students' representatives act as ambassadors of students to the college administration. Since students' strength is small now a days, many student groups are kept in contact with the teachers/ committee members which makes students participation in the college affairs more effective, automatic and unconscious. The students play significant role in organizing and managing several events like talents day, cultural programmes, sports events, NSS Camps, celebration of national festivals etc.

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

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

Response: 2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

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

We had a registered Alumni Association but its validity is over yet to be renewed. That does not mean that the HEI is not supported by the former students of the college. Many students play an active role in the welfare of the present students. They attend the functions. They make arrangements for many programmes, conduct college level courses. They sponsor the activities and see to it that the current students are not charged. As a policy decision, we do not any additional fees for add-on courses, capacity building and skills enhancement initiatives etc. We request the alumni group and get the help in terms of resources. Many guest lectures, teaching arrangement for add-on courses. Formal alumni association with registration and official office bearers is a good arrangement. But it can have counter effects also. Groupism, ego factors, fighting for fame, political affiliations are some effects which will be taxing that become a major issue than working for the institution. Practically we are fine with non registered group of former students of the HEI who eager to serve more than anything else. These students have supplied books and blue books as a mark of moral support. Many students who find it difficult to pay the university fees which are sometimes unjustifiably high take the help of alumni groups apart from the the teachers. The groups also help our students in placement too.

In all the formal and informal meetings, former students offer suggestions with respect to functioning and infrastructure. They cherish their memories with the present students which will be a truly motivating factor.

Alumni involvement is not just for mutual material support. It is an opportunity to practise good social orientation and evolve it. Hence we encourage the attendance of the parents of the current students and former students when they (students/alumni) cannot attend our functions. This will be a learning experience for our current students to experience a health social dimension and for the elders to take back love and respect from youngsters and institutional system that enhances their love and zest for life.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Institutional vision and mission statements:

VISION

Include-Liberate-Ennoble-Enrich

MISSION

- To bring even the last person of the society into the inclusive fold of higher education for an empowered and enlightened society.
- To enhance the engagement of skill, knowledge and social commitment among working students in order to create vibrating groups that enrich self and society.
- To improve the employability, skill levels and leadership quality of students for the mutual benefit of the individual and the society in a holistic way.
- To imbibe the ideals of Kuvempu's Vishwamanava Principles (Universalism) among the students and society.

Motto and mission of the affiliating university:

The mission of BCU is the creation, dissemination and application of knowledge and to nurture the

appropriate milieu for this endeavour. As a state public university situated in the heart of Bengaluru, we aim to

Be a gateway to knowledge for all, while actively promoting access, affordability, equity and inclusiveness.

Foster a vibrant culture by facilitating an open exchange of knowledge and ideas among academia, government, industry, community and society at large

Enrich the social, economic, cultural and political heritage, by leveraging on the human capital and resources of the city and the region

Enhance the reputation, growth and potential of Bengaluru as a leading global metropolis

Achieve excellence in teaching, research and service by engaging with issues of relevance in the local and global contexts

To work towards the attainment of the institutional Vision and Mission, there is a systematic mechanism for the governance. To maintain transparency and inclusiveness is the theme of the mechanism. Decentralization is required and followed successfully at the institutional level. However, our transaction involves to a great extent with the norms of university and the department of collegiate education (as the institution is a grant-in-aid college) and fortunately they also have similar principles.

The management has appointed a governing council with directors, secretary and chairman from the board of the Management. Principal with two faculty members are part of the Governing council. They have to meet to review the functioning of the college. The various proposals of curricular, extra-curricular and co-curricular activities are deliberated upon. Grievances, if any, are also discussed and action is taken. IQAC monitors all the academic activities in the college. Further, IQAC also meets regularly to review the functioning of the college and its activities. Regular documentation of all the events is undertaken by IQAC members. The composition of IQAC is as per the guidelines given by NAAC. Various committees and cells are formed with a staff member in charge of it, along with student volunteers for smooth conduct of activities. The staff secretary convenes meeting regularly with the Principal to discuss and review the progress of curricular activities and other relevant issues. Whenever necessary, parents can approach the class mentors for help.

Thus the governance is reflective of our vision and mission and glad that we have got good result for our attempts.

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

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

Response:

- Internal assessment procedures are kept transparent and participative. Willing students are involved for the open discussion of their assignments projected marks they may fetch. This makes clear the evaluation process to the students and can approach their teachers if they feel they got less marks.
- Cultural programmes, Sports events, national festivals, Ganeshotsava and others are arranged with maximum involvement of the students who will know how the funds have been utilized.
- Principal takes all important decisions in consultation with the committees of various heads.

The Principal as a head of the institution is responsible to assign the duties to his subordinates as governed by the rules and regulations by DCE and the management. For smooth functioning of the activities, and for the overall development of the institution, the principal makes several arrangements in the institution and various committees are formed.

All the departmental heads will conduct meeting with the staff members at the beginning of the academic year to chart out the various activities and tentative schedule of the respective departments. The HOD frequently monitors and evaluates the progression of the academic, co-curricular and extra-curricular activities of the students and other staff members of their respective department.

Case study:

All the faculty members are responsible and accountable for delivering the assigned task, either for academic or administrative purpose by applying their own decision-making skills. The IQAC and other various committees run the practical aspects of the administration on the principles of decentralization and participative management under the able leadership of the principal.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college has proper strategies in place for successful teaching as per the Academic calendar of the affiliating university interspersed with institutional activities. One effective plan is the use of digital platform and activity based learning for effective delivery of academics in the backdrop of institutional vision..

The faculty, a lesson plan at the commencement of the academic year helps plan the syllabus into neatly deliverable units. Time tables are drawn to schedule time slots for the subjects in a methodical manner and these are displayed on the notice board and also posted in the WhatsApp groups created in the class by class representatives. All the updates regarding the coverage of the syllabus, time tables for classes, examinations, bridge courses, remedial classes and internal assessments are updated through messages from college. The subject teachers incorporate a number of activity based teaching methods. Role plays are adopted in language sessions to teach language exercises. In Commerce, The concepts of banking and income tax procedures are taught by encouraging them to directly handle them Screening of Kannada movies is done to show the students the cinematic representation of literary texts which enhances their exposure to various forms of representation and also help throw up career options. In Economics, Practical day today economic developments are discussed for understanding of concepts. In History, students are asked to browse the different 'histories' of a particular era or topic to understand the historical representations and data objectively.

Extracurricular activities and sports also play an important role in achieving our vision and mission. In every action and interaction with students we keep a healthy agenda to move towards intended positive results. We do not force anything upon them but make them consider and think well so that they can evolve into responsible personalities.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

Our College has a well-defined organizational setup. Rajya Vokkaligara Sangha runs the HEI. Equally important authority is the Directorate of Collegiate Education in Karnataka. The HEI follows the regulations of the Bengaluru City University regarding academics and evaluation and related administration. The management or its delegated members/principal review and assess the academics, administration, co-curricular and extension activities of the College. The management is run according to its bye-laws and stipulations of the government. The management approves proposals for the development of infrastructure. The department of social welfare accords scholarships. Recruitments are made according to the instructions of the government. KCSR is followed in the management of staff. Day today instructions are received from the management, the DCE and the BCU which are complied with promptly by the college.

The coordinators and the members of the IQAC take the responsibility of organizing the programmes in accordance with academic calendar and the instructions of the government. The mentors help and guide students to evolve into a personality with self-esteem. WE have various Committees and Cells for the effective running of the HEI. The objectives and functions of the Committees and Cells are translated into result to a great extent help towards the success of our vision and mission. The IQAC of the college engages in developing a quality system for conscious, programmed action to improve the academic and administrative outcome of the College. Seven criteria SSR are handled by the IQAC in relation to recording and conduct of activities for the success of the HEI.

The Library has full-time staff for an effective maintenance of the library and formation resources. The Superintendent of the office entire office and helps the principal have a smooth sail in institutional administration without any glitches. FDA, SDA, Attender and outsourced staff help the college contributing their bit of duties.

The administration is patterned to facilitate every student connect himself/herself to different layers of the institutional administration. In every step, it is the student who is kept at the centre of the helm of affairs. This is very important because, our students are working men and women who don't have hardly any extra

time to spare. Therefore the teachers and the non-teaching staff play the role of second parents to the students very earnestly. Our policies and procedures work in the back drop of this fact.

The Heads of the departments are directly responsible for coordinating all departmental functioning of the college. The teaching staff is directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees with regard to SSR parameters.

The staff and faculties are educated about conditions of service, Roles and responsibilities, discharge of duties, increments, kinds of Leave, code of conduct, FDP, incentive etc. Their grievances are properly heard and resolved at various levels. Performance appraisal of staff and teachers are duly made and reviewed.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Maternity leave for women and Child Care Leave as per rule and as per their requirement.

Emergency treatment at the management hospital for sudden illness during duty hours

Health check-up camp for staff

Provident Fund for temporary teachers

Canteen facility (at subsidised rates)

OOD for research activities Loan support through Bank

Parking facility during non-duty hours

Allowing to do part-time research

Exemption from examination duty on request to senior teachers

Casual, Earned, Sick, Maternity and Paternity leave.

Half pay leave facility to non-teaching and non-vocational teaching staff. Encashment of leave and Festival advance for teaching staff.

Reimbursement of Medical Expenses. Voluntary and Group Insurance Scheme.

Annual, Special and other increments and promotional benefits.

OOD facility to attend conferences, symposia, seminars, invited lectures in other institutes and colleges.

Special casual leave to perform university duties, to participate in orientation programme, Refresher courses, short term courses, faculty development programmes and to undergo induction programme.

Transportation allowances provided for physically challenged staff members. Appointment on compassionate grounds to dependent family member of a Government servant dying in harness.

There are state level organisations like FUCTUK and Non-Teaching welfare organisation which will represent the individual staff from each college and work for the welfare of the employees.

There is a staff welfare committee constituted in the institution for assisting the teaching and nonteaching staff.

Institution provides refreshment for both teaching and non-teaching staff. Institution always ensures to provide a conducive work environment for smooth working and better performance delivery.

File Description	Document
Paste link for additional information	View Document

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

Response: 1.82

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

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 2

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

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

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 8.62

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

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

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff Response:

Performance Appraisal System Performance appraisal has become a term used for a variety of activities through which an institution seeks to assess faculty members and develop their competencies, improve performances, and allocate rewards. The most productive faculty are those that are constantly-driven, and unrelenting in their academic pursuit. The College has an adequate Performance Appraisal System for both the faculty and the staff. Setting achievable targets during the appraisal helps to motivate the faculty and the staff, and empower them to feel more confident. At Visveswarapura Evening College, performance

appraisal serves two basic purposes: the first is evaluative (or administrative) as the term “appraisal” implies, and the second is developmental. This system fosters the power to attract the youth, gives confidence and develops a positive attitude.

The faculty members are evaluated periodically through a self-appraisal system. The performance of the faculty is evaluated through the execution of a self-annual plan, feedback from students, appraisal from their respective HODs, peer group and the Management. The results are analysed by the management/its nominee, principal and the same is shared with the concerned teachers. Various components for the appraisal of the respective faculty as denoted by the students are enclosed below:

1. Communication skills of the teacher
2. Completion of syllabus
3. Commitment and punctuality of teacher
4. Confidence and preparedness of teacher
5. Content delivery
6. Integrating the subject with latest trends
7. Participative and interactive teaching
8. Exam preparation
9. Accessibility for academic discussion
10. Inspiration / motivation / support

The administrative staff are evaluated based on a letter of correspondence, the rapport with staff, students and the public. Office etiquette, prudence, politeness, presence of mind, handling a given critical situation and ability to carry-out a task independently are some of the components for evaluation. Their responsibility and accountability are also monitored. The Principal holds meetings with the administrative staff and briefs the members about the observations made and suggests areas for improvement

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

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

The college is run by Rajya Vokkaligara Sangha which is very popular for its transparent audit system. M/s.Rekha Associates, a renowned CA firm is appointed as an auditing office by the institute for conducting its financial audit. The Management reappoints its auditor after every three years to bring transparency in the financial issues. The college has internal and external (Department of Collegiate Department) mechanism. The internal audit is carried out every financial year. The last internal audit is carried out on 12 July 2018. This Internal Audit of the college is taken up in the month of April/May. The queries of the internal audit are attended to the satisfaction of the authorities and the auditor within a month. After the internal audit, the college goes for External Audit by the Professional CA. The government assessment is carried out by the Joint Director of Collegiate Education, Bangalore and audited by periodically. The Annual Audit Statement is regularly submitted to office of the Joint Director, Bangalore Region, Karnataka State. The last audit done on 08 December 2016 by the Rekha approved senior auditor and Joint Director of Higher Education, Bangalore and there were no major objections. The college has successfully submitted all the UGC schemes utilization certificates. The NSS unit audit was also carried out yearly from the local CA firm. Interestingly enough, the administrative department of the college calculates arrears, CAS fixation and the income tax and deposit in a stipulated time. The College contributes its squirrel's share to the appeals made by the government on the national calamities. Every year, the affiliating university and administrative audits in which much focus is given on the office administration and successful completion of the financial audit. Dates of Audit conducted by the college during the last five years; Dates of Audit conducted by the college during the last five years;

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

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response:** 0**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

Management does this by way of canteen tenders, hospital management, rental income of the buildings. Revenue of these transactions will be utilised for various institutions of the management including ours.

Salary grants received from the government,

Fees collected from students

The institute has a well-defined financial policy which ensures effective and optimal utilization of finances for academic, administrative and developmental activities which help to implement the institute's vision and mission.

We have a dedicated strong financial team in place, which will organize optimum effective utilization of funds. Financial Planning is prepared well in advance for the organization with efficient Budgeting involving the various Academic Departments and Administrative Sections of the Institute. Every year we prepare a budget which involves projected revenue and general expenditure and capital expenditure so that we can manage the funds effectively and planning well in advance. While preparing the budget we will consider the Head of the department requirements which include co-curricular and extracurricular activities in the annual budget. After reviewing of the budget by Principal, the final consolidated budget is forwarded to the Management for approval.

We have different purchase committees in place which ensures that the funds are monitored and utilized in an effective manner. The management will review the financial activities through scrutiny of budgets Versus actual in every quarter which will ensure whether the finance utilization is going in correct direction or else management recommends for alternate strategies.

Every year we prepare budget of our financial requirement and will be submitted to the management for approval and sanctioning of funds. In addition to this we have approval to collect the non-government fees from the students at the time of admission. This includes reading room fee, sports fee, college magazine fee, cultural activity fee, identity card fee, college development fee etc. The institution is committed to

utilize all these funds to conduct various competitions, workshops, seminars, annual camp and etc, the funds are optimally utilized to enhance educational quality, betterment of students and institution as a whole.

6.5 Internal Quality Assurance System

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

Response:

The institution ensures that the IQAC is actively engaged and working towards the vision, mission and objectives of the institution since its inception. With an aim of developing internal quality of the institution, the Department of Collegiate Education is granting the fund for every academic year. The IQAC has utilized these funds to conducted various activities and programme for improving the quality of the institution. The IQAC of the institution is striving hard to improvise the quality in various means and ways for the benefit of all the stakeholders. There are several significant institutionalized practices were implemented by IQAC, the two major initiatives are presented hereunder: 1.Internal Examination system: One of the criteria to award internal marks under the CBCS evaluation is conducting test. We have implemented and adopted a systematic and effective methodology to conducting test as 'internal exam' to perform better in the final university examination and excel in the academics. Hence, internal examination committee is formed to hold internal exam for every semester.

Objective of the system: To conduct the internal examination has replicant as final university examination with respect to seating arrangement, uniform booklet, printed question paper, allotment of register number, allotment of invigilators, and so on. Outcome of the system: To improve the academic discipline among the students To improve the preparedness of students to reproduce the learnings. To improve regularity of attendance of the students. To assist the students to prepare well and perform better in the final university examination. To excel in their academics.

2.Mentor -Mentee System: Purpose: In the due course of pursuing under graduation the students may face various difficulties, it may be related to academics, career, personal and family related or financial issues, which they may not be able to handle properly. Hence, mentors are appointed for a batch of 20 to 25 mentees, and they will counsel the respective mentees to solve the problems which they come across during their course of study. The objectives of the mentor-mentee system are as below: To monitor the student's regularity and discipline. To inform the parents about their ward's performance and regularity. To develop better teacher- student relationship. To guide in their career progression. To counsel students in their problem solving and to build confidence. Outcome of the system: The attendance percentage of the

student has increased to a greatest extent. The number of drop-outs has decreased. Improved better teacher-student relationship. Students' academic performance is improved. Through effective implementation of Mentor system most of the girl students of our college were able to complete their graduation, opt for pursual of higher education and avail employment opportunities.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. To start some PG programmes:

Response-Evening colleges are not sanctioned PG programmes by the University.

1. To fill up vacant positions:

Response-This is the policy matter of the government. We have made arrangement for full hands at the level of our management

1. Introduction of add-on courses

Response: Suggestion implemented

1. Research culture to be developed , teachers may be encouraged to undertake research projects

Response: Encouragement given. **UGC Minor/Major projects stopped all these year.**

5. Publicity and efforts needed to fill sanctions seats

Response: It has already been in practice. There is tough competition from other colleges around the area of our college. However the admission level is slowly improving.

6. Alumni association and PTA may be formalized, made active and utilized as a resource:

Partially done.

7.Communicative English calsses should be started:

Started

8. Class room teaching should be made interactive:

Done

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

University Social Responsibility is the capacity of higher education institutions to disseminate and implement a set of principles, general and specific values aimed at enhancing the gender equity. It should turn from dialogue to implementation. Our institution works towards this in its own dedicated and pragmatic ways.

Gender biases should be checked thoroughly. The cultural activities, the university curriculum help us in this. But these have to be practiced on a daily basis and the students should carry this home and spread this culture in their groups of siblings, parents and their immediate societal group. Hence, teacher makes use of every opportunity to spread this message across. Our aim is to elevate the minds of the students to the heights of fair-play and gender equity. This should not happen as a condescending or flippant act but as a right and a duty. When we succeed in this, policing around is not required in any considerable measure.....

Gender is an issue of utmost importance and the Institution is sensitive towards the need and has taken the required steps to ensure it. First of all, there is an Equal Opportunity Cell in college. This ensures that both the genders are equally addressed in all aspects. Beginning from admission to all the processes of the college, this is in place.

Women need to be empowered. This is realized by the college in the formation of Women empowerment Cell . A number of activities are undertaken here to ensure this.

Further, a lecture series on hygiene and well being was conducted to make sure that girls realize the importance of hygiene and the need for self-care. Lady teachers regularly address our students regarding the various aspects of personal health and well being.

Anti-Ragging and Sexual Harassment Redressal Cell takes care of ensuring that there is no case of ragging in the college. Eve-teasing incidents, within the environs of the college, are not found. May be the fact many of our students are comparatively mature and employed is reason for this positive situation. The police patrol around the streets of our institution gives protection for the girls.

Grievance Committee takes into cognizance the various issues in the college and these are attended to immediately. Issues like lights in the campus area were attended to and now lights near the entrance and also the street lights near the corner of the road are looked into. The girls feel safe in the lighted areas. A majority of boy-students are responsible and helpful towards their girl counterparts.

The entire college and campus is under CCTV surveillance. All the corridors, the entrance are under the arc and this further ensures the safety of the girls in the campus.

Counselling is provided to the students. Further, Mentoring system is in place in the college where girls

approach their mentors for solutions to their problems. Separate staff rooms for women and men faculty is provided with separate washrooms as well. A common room is provided to the students.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

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

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

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

Response:

Solid waste is disposed off through the Bruhat Bengaluru Mahanagara Palike garbage collection system. Biodegradable waste like tree leaves are left to degrade naturally and when found in excess it is disposed

off via city corporation garbage disposal system.

Liquid waste is hardly any in the institution and is disposed off through the Bengaluru Water Supply and Sewerage Board service. To support proper treatment of liquid waste, we have given our land for treatment plant which serves as also parking space for students.

We have no Bio-medical waste at all. During blood donation camps, the medical team collects the bio-medical waste and dispose via their protocol.

E-waste is not found much in the college and whatever is produced is sent to the BBMP garbage segregation centre next to the college building.

Hazardous chemicals and radioactive waste is not found in the college.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The college follows the state policy and provides education for all irrespective of caste, creed, gender, religion and socio-economic backgrounds. The college adheres to this not just because it is expected; we strongly believe so and want to evolve a better and tolerant society. The institution accounts for a vast composition of student enrolment from social and economic diversities. Many linguistic, religious, cultural, economic and regional representation of students marks the institutional profile. Honestly, left to themselves, they are all friendly and more than tolerant among themselves and actually sometimes even the teachers can learn from them. The concern of this metric is not at all a challenge and is easily attained. But we make our efforts to make this character a sustained one and permanent. Our curriculum (language component, theories in Humanities, Management aspects in Commerce etc) helps us to strengthen the ideal effectively and teachers never miss an opportunity to emphasise its importance. The institution ensures an inclusive environment among all its students through its curricular, co-curricular and extracurricular activities. The official Vision of the institution carries the concept of Inclusivism. This is achieved through organising various programs from the established committees of the college. These programs inculcate a sense of belongingness, unity and tolerance among students. Some of such programmes are: NSS Unit: The NSS Unit of our college works in accordance with the motto of "Not Me But You" In this regard, the unit organises various programmes and arranges annual special residential camps where students/volunteers from different backgrounds participate and learn without any discrimination the competencies required for group living, tolerance, national integration and social harmony. Involving students in various programmes organized at the college.

Our curriculum helps in carrying on with aims of inclusivism, tolerance and harmony. Kuvempu's Vishwamanaava concept is a living ideal for the institution and it is spread in all direct and indirect communications. It is possible because, we teachers do believe in this. When we live an ideal it is not difficult to spread its message.

To commemorate the birth anniversaries of great leaders of the nation like Mahatma Gandhi, Swami Vivekananda and Dr. B.R Ambedkar, the college organizes special lecture programmes, seminars, essay writing and quiz competitions to impart thoughts and philosophies, which helps inculcate moral values and to build peace and harmony among young minds. Different sports and cultural activities organized inside the college to promote harmony towards each other. Thus, college has created a harmonious

environment for all the students and staff.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

It becomes an important duty of an educational institution to instil and inculcate values of service, patriotism, secularism, tolerance etc in the students. Our college strives undeterred in this regard to mould the students into responsible and sensitive citizens of our country.

The celebration of national festivals like Independence Day, Republic Day etc highlight the significant contributions made by our freedom fighters and martyrs. They are truly inspirational for the students and it becomes our duty to project the great leaders in the right perspective. Celebration of these momentous landmarks year after year should help invoke the spirit of patriotism and secularism. All our activities on such days project this principle. Tableaus of iconic patriotic figures, skits to portray tolerance towards all, songs commemorating the greatness of our country, etc are designed.

Through SVEEP i.e., Systematic Voters Education and Electoral Participation, the college organizes voter's awareness programme, oath taking ceremony, the registration process and issue of voter's ID for the students in association with the BBMP, under the guidance of Department of Collegiate Education.

Apart from all these programmes and activities there is a compulsory paper ICHR- Indian Constitution and Human Rights for all the streams which is embedded in our curriculum, the paper specifies basic information about Indian Constitution with a focus on legal literacy and identifies individual roles and ethical responsibilities towards society.

The college follows the state policy and provides education for all irrespective of caste, creed, gender, religion and socio-economic backgrounds. The institution accounts for a vast composition of student enrolment from social and economic diversities. The institution ensures inclusive environment among all its students through its curricular, co-curricular and extracurricular activities. The official Vision of the institution carries the concept of Inclusivism. This is achieved through organising various programs from the established committees of the college. These programs inculcate a sense of belongingness, unity and tolerance among students. Some of such programmes are: NSS Unit: The NSS Unit of our college works in accordance with the motto of "Not Me But You" In this regard, the unit organises various programmes and arranges annual special residential camps where students/volunteers from different background participate and learn without any discrimination the competencies required for group living, tolerance, national integration and social harmony. Involving students in various programmes organized at the college.

To commemorate the birth anniversaries of great leaders of the nation like Mahatma Gandhi, Swami Vivekananda and Dr. B.R Ambedkar, the college organizes special lecture programmes, seminars, essay writing and quiz competitions to impart thoughts and philosophies, which helps inculcate moral values and to build peace and harmony among young minds. Different sports and cultural activities organized inside the college to promote harmony towards each other. Thus, college has created a constant educative environment for all the students and staff towards the constitutional obligations viz., values, rights, duties and responsibilities of citizens.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution celebrates National and international Commemorative days to carry forward and respect the tradition to the future generation and make them understand and value the importance of these days. In this regard the college organizes and celebrates Independence Day and Republic day with patriotic fervor and zest.

Independence Day:

This day is celebrated every year on 15th of August in the college to show our solidarity towards the nation. It is the primary duty of every citizen in India to remember the extreme sacrifices of our martyrs and feel proud about our country. These celebrations help us to maintain unity for making our country strong.

Republic Day:

This day is celebrated annually, as it is the anniversary of the day India became republic. The supreme constitution of India came into effect on January 26, 1950. On this day the students are made aware of the importance of the constitution and its unique features such as sovereign, socialist, secular, democratic and republic which is enshrined in the preamble of the constitution.

International Women's Day:

This day is celebrated on 8th March every year to make the students aware of women's rights. The college also celebrates the Birth and death anniversaries of great Indian leaders like Mahatma Gandhi, Swami Vivekananda, Dr.B.R.Ambedkar, Lal Bahadur Shastri and Rajiv Gandhi.

Vivekananda Jayanthi:

This day is also celebrated as "National Youth Day" to commemorate the birth anniversary of Swami Vivekananda. Our college celebrates this day under different themes like "Swami Vivekananda Saptaha" & "Vivekananda college to college" and so on. Various competitions like quiz, debate, essay competitions are organized.

Gandhi Jayanthi:

This day is celebrated on 2nd of October every year. On this day we celebrate the birth anniversaries of two great leaders of our nation viz. Mahatma Gandhi and Lal Bahadur Shastri, simple men with high thinking. On this occasion the college organizes special lectures, quiz, essay, pick and speak competitions on different themes like Life and teachings of Gandhi, Thoughts and techniques of Gandhi in the attainment of freedom, Non-violence and Sathyagraha etc. All these helps the students to follow the path of peace, harmony and simplicity as preached by Gandhi. This day is also celebrated as communal harmony day.

Ambedkar Jayanthi:

The institution celebrates Ambedkar Jayanthi on 14th of April to commemorate the memory of Dr. B.R Ambedkar, Indian polymath, the father of the constitution of India and civil right activist. On this day special lecture is arranged for students where the students as well as whole society needs to follow Dr. Ambedkar thoughts in a contemporary political situation. Sadhbhavana Diwas: The birth anniversary of Rajiv Gandhi is celebrated as Sadhbhavana Diwas on August 20th. This day is observed to encourage national integration, peace, affection and communal harmony amongst students. On this occasion a pledge is taken by all students and staff as "Any communal force, any religious force, any political force that relies on communalism must not be allowed to use this to weaken the nation".

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE- 1

Title of the Practice: Kuvempu's Vishwa Manava Sandesha Prasara (Spreading Kuvempu's message of Universalism)

This is one of our proud best practices. This makes the students realise the truth of universal brotherhood. Humanity alone is the wider religion.

Jnaanapeetha Awardee Dr. Kuvempu is a visionary poet. He is the prime proponent of holistic view of the world and the paradigm of Univesal Brotherhood. His Five Principles are considered guiding principles of the entire mankind especially in the contemporary society:

Manujamata (The Religion of Humanity)

Vishwapatha(The Universal Path)

Sarvodaya (The welfare of all)

Samnvaya (Reconciliation)

Poornadrishti (Integral vision)

2. Objectives of the Practice

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

The world has failed to achieve any sustained order for any considerable length history. Universal brotherhood is an old idea. Vasudhaiva kutumbakam is a well known ideal. But all have failed in implementing it. Kuvempu is a rare personality who had an in-depth association with the several strata of society, traditional riches of Philosophy, the Vedas etc. He had the modern education with commitment to the true values of tradition.

To make every student understand and assimilate this Universal Brotherhood and disseminate it to the future generations is the objective and intended outcome of this Best Practice.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The solution is also as old as the problem. When we see many people every day that are reluctant to observe the rule of the road, it is a long time challenge to make the society accept and practice Universal brotherhood. In spite of this, we cannot sit helpless because we have the responsibility of keeping making this world more tolerable, meaningful and integral for the future. We should not escape this moral humanistic burden.

Everybody, every social group tends assume happiness in being within the shells of their circles of idiosyncrasies of religion, culture, rationality, ethnicity etc. The world, which has become almost a single village now, cannot go on like this at a macro level. We don't believe in others because we actually don't believe in ourselves. This personality building is the need of the hour. This can happen with a fillip of academics, vigilant minds and right thinking.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The overall purpose and intent of the Best Practices benchmarking can be summarized

as the: "Development of an understanding of the fundamentals that lead to success, focus on continuous improvement efforts, and Management of the overall change process to close the gap between an existing Practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables" (NAAC). In view of this, our Best Practice of Kuvempu's Universalism is significant in the social context and more so in the academic arena which is the backbone of a growing society. In a way we cannot claim any measurable uniqueness in this idea because the universal values are as old as hills. Their implementation has been a rarity in all times. Therefore revisiting it and striving for the success of an ideal after contextualizing it is all the uniqueness one can claim around the process.

The best practices should be dynamic and revisited periodically; recognize diversity and cultural and historical contexts; not lead to dominance of one specific view or approach; and promote quality of performance. These principles should be interpreted and applied. We have considered these aspects in formulating the best practice of Universalism.

The constraints we face are that at an ideological level, it is not difficult to make the students understand, appreciate and accept the idea of Universalism. But their valuable learning becomes a weak force when they are surrounded by people of heterogeneous ideas, interests, and machinations. This has to be fought out continually. We should take the model of Mahatma Gandhi in adherence to a principle. We may not meet success many times. It doesn't mean that it is without value or not pragmatic. This is where our personality comes to picture and acts. The ideal should not be information we have gathered. It should be an integral part of our personality. We try to make the principles of Kuvempu's Universalism a part of our students being.

The second constraint is that when this principle is discussed in a co- textual context, some students find it irrelevant, out of syllabus or a complicated part. For some it might be a repetitive rigmarole.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

The successful application of the best practices approach depends on our ability to adopt the following five-stage strategy i.e. 1. Identification of best practices 2. Implementation of best practices 3. Institutionalization of best practices 4. Internalization of best practices 5. Dissemination of best practices. Our Best Practice of Kuvempu's Universalism has incorporated all these strategies. This is a sociological programme and target/results cannot be measured quantitatively for sure. However, we see a change in the mindset and activities among the students after the dissemination of this best practice. Students don't pass sweeping statements on social, religious, cultural and political issues after getting exposed to the principle. Knee-jerk reactions, black and white distinctions are avoided by them. They understand the value of self-doubt and dissociation of just one's own 'truth'.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

For this best practices, we don't have the problems of resources. The main problem is the shortage of time. Many students will be under the pressure of examination and internal assessment and they feel this will take away the time required for the main stream academic preparation. Our students are employed boys

and girls and this fact renders the constraints still more complicated.

7. Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about 150 words).

Any other information regarding Institutional Values and Best Practices which the university would like to include.

NIL

BEST PRACTICE-2

Title of the Practice: AAROGYA BANDHU

This is service in action adopted by our students. This best practice inculcates compassion and empathy among students towards poor patients. Many patients who are poor and without the support of medical insurance find it difficult to bear the overhead charges during their hospitalization. When a genuine call comes from a patient in the hospital (Kempegowda Institute of Medical Sciences, Bangalore) next to our college for a help as an attendant, our students go and spend time with them helping them with assistance in the absence of such a facility from within his/her family or friends group. So our student will be the AAROGYA BANDHU of that patient for a day or two.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Some of the objectives are to render help to the needy; to spread the feeling of compassion among students; to make sure that the action is more important than a good thought; to imbibe humility among students in front of life; to orient students to be medically helpful at their homes.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Management of time and mental attitude of students were challenging issues to be addressed in designing and implementing this practice. Since our students are employed, it is difficult for them to find long stretch of time to spare. And some students who are not used to a hospital stay find it difficult to accept in the beginning. When they are explained of the situation, they agree. Many patients cannot afford to pay the bill of the hospital and the medicines. They may lack the human resource. When these things are explained to our students, they oblige. This doesn't mean that we provide this service to all deserving patients. It is offered according to our resources as timing. It won't be possible to allow students to take up this Seva duty during the examination.

It is a learning and serving opportunity for the students and for the patient, it is an opportunity to feel

that he/she can get a serving soul in times of distress and is not alienated.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

It is not very unique in the context of India higher education; but a great learning experience for a growing adult. All students cannot be convinced of this best practice. Most of the students don't have extra time for this service. Some will have the fear of hospital infection, will not comfortable with the unhygienic conditions etc. But they respect and appreciate the seva in action.

It would be better if the students of this best practice were evaluated under internal assessment.

5.Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

The successful application of the best practices approach depends on our ability to adopt the following five-stage strategy i.e. 1. Identification of best practices 2. Implementation of best practices 3. Institutionalization of best practices 4. Internalization of best practices 5. Dissemination of best practices. Our Best Practice of AAROGYA BANDHU has incorporated all these strategies. This is a social service programme and target/results cannot be measured quantitatively for sure. However, we see a change in the mindset and activities among the students after the dissemination of this best practice. Students develop respect towards life.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

For this best practice, we don't have the problems of resources. The main problem is the shortage of time. Many students will be under the pressure of examination and internal assessment and they feel this will take away the time required for the main stream academic preparation. Our students are employed boys and girls and this fact renders the constraints still more complicated.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Being an evening college, we keep alive a rare tradition of dissemination of education to the non mainstream students, though it is not an intelligent venture in terms of material success. While many take to shape and shine the competent lot, we try to see that even the less or incompetent souls of the urban and rural areas are not left out of the fold of higher education. Does it add any feather to your cap? It is not important. Surely it brings smile on the faces that sport no caps. Thus our institution addresses, negotiates and leads a special and significant dynamics of a social curve. It is achieved by practising INCLUSIVISM.

Visveswarapura Evening College of Arts and Commerce was started in the year 1966 by a philanthropic charitable organization- Vokkaligara Sangha, which was founded in the year 1906. This college is the mother institute of the management which later branched out into Engineering, Medical, Law, Dental colleges.

The college building is relatively old but is well maintained. It is located in the heart of the city near city market, the most famous Bull temple and Gandhi Bazaar. The college enjoys excellent bus and Metro conveyance from all parts of the city and surrounding suburb area.

The main focus of this institution was to give opportunity to the rural poor to obtain the benefits of higher education especially to the students who are socially and academically weak. Hence the College has maintained a low structure of fee and has maintained the popular degree streams of BA and B Com courses which provide a base to proceed for higher studies and various public and private sector employment opportunities through competitive examinations. Our vision is **Include-Liberate-Ennoble-Enrich**. Our college lives and acts up to our vision. We practise the belief that increasing the social capital is as important as increasing the academic capital.

Visveswarapura Evening College of Arts and Commerce which is affiliated to Bangalore City University provides degree courses in the Arts and Commerce and has maintained the same for its entire length of 53 years. The Bachelor of Arts degree consists of optional papers of History Economics, Political Science. The commerce degree offers optional subjects as prescribed by the Bangalore City University from time to time.

The College has been providing NSS service. The College has a cultural club of the present students and the Alumni. The club participates in various events at University, state and national level and has won several honours and awards. The club is a cultural entity which brings out the hidden talent among the students and provides exposure at all higher levels.

The College has been recognized under 2f and 12B of the UGC act and has undergone NAAC

accreditation two times in the year 2005 and 2012 respectively. The staff members have been drawing UGC scale of pay and except a few, all are permanent full time faculty.

The present Principal has improved the college administration and this has enhanced the confidence of the stake holders such as students, parents, staff and the management. Admissions are looking up which was going down every year. The management has plans to demolish the old premises of the existing building and build new building to match the contemporary standards with all the modern facilities. The college has a track record of having experienced well qualified staff at all times giving the best quality teaching which the children cherish even after their education. It has become a spring board from where thousands of students have jumped their way to greater heights in society.

The changing times have had their toll. The proliferation of the institutions and running of the educational institutions like commercial organizations has become the order of the day. But our management which has founded the institution for purely philanthropic and noble reasons has stuck to its principles. The management has maintained its commitment to serve the cause of the poor and has not imitated other institutions which have started enticing the affluent and elite class by glamour and external show. Boys and girl students of the college find a congenial, secure and morally spiritually wholesome atmosphere in the college which is hard to find these days.

The College has a history of half a century and many thousands spread across the length and breadth of this country have adorned positions in Legislature , administration, judiciary and various other fields of service to the nation. The management is proud of this institution which has stood the test of time for more than a half a century and looking forward to rise again to serve the humanity in the ever changing scenario of the modern times.

The aim of Inclusion is now at the heart of new NEP. This has been a core aspect of Vision. In the fields of higher or school education, inclusion involves restructuring the whole system with the aim of ensuring the wide range of educational opportunities; this includes curriculum, pedagogy and recreational opportunities, etc. The Education system should avoid segregation and isolation of ethnic and linguistic minorities, those with disabilities and also those who face learning difficulties due to language barriers and are at the risk of educational exclusion. We make sense of the world through language and this creates and recreates power, authority and also legitimation.

Also, focus has been given by the NEP to make student learn life skill when they complete their schooling so that they can be self-reliant by then. By including contemporary subjects, vocational courses and extra curriculum activities from the school level will pull back students towards their schools. Our Evening College complements this from the other end- the employed people are given higher education here.

Having said all this, we continue to believe the obvious truth that there is nothing that can't be improved.

5. CONCLUSION

Additional Information :

Evening colleges are a mechanism to reach the unreached. Here, students cannot have the luxury and opportunities the regular day college students enjoy. They lack the time and energy in comparison with their counterparts. They should be understood in terms of liberal and socio-academic parameters that are akin to adult education and distance education. In the mist of counting the academic sparks, one cannot lose sight of the sustained efforts of making a weakling stand before running. Olympic parameters won't fit the para olympics. Statistical counts can not capture the social capital that an evening college produces. If the students come from backgrounds with linguistic limitations, economic weakness, rural colleges, family-problems, the situation becomes still more complex. This HEI has been addressing such situations for decades. We admit more than 80% from the reserved categories while the Government has pegged it at 50%. However, we strive to take our students to the level of day colleges and more. Our students are not less competitive and the day college students need not be the bench mark. On the contrary, evening students are more mature, responsible in spite of playing the double role. If these aspects go unnoticed, the evening colleges naturally fear the wrong and incomplete ideas that spread about them. But the experts and the alumni of evening colleges know the fact. Liberal and open-minded bodies like NAAC should help us.

We have produced University toppers, IAS-IPS Officers, judges, actors, politicians, UG teachers, lawyers, bankers, Chartered Accountants, businessmen etc. Equally important is the fact that we have carried a large chunk of generations on board the academic ship who otherwise would have been left non-graduates. Honestly, we have the deserved satisfaction of serving the education world and society in a special way at variance from the main stream system. Without this sort of inner feeling, the accolades obtained via statistical flaunt may not signify much, though important.

Looking at an HEI as an individual unit leads to partial impressions. It is a part of bigger system. It should be read in various other backgrounds. Unfortunately this is not happening.

Concluding Remarks :

This HEI has been practising what has been envisioned in the NEP 2020(Inclusivism) from a long time. This vision has been our functional policy all along. We are glad that it has found a place in the NEP. Hence we may be allowed to feel proud for being ahead of our times. Something with our mission: The concept of Kuvempu's principles which are incorporated in our mission statement has off late become the tagline of our affiliating university.

As stated already, evening colleges reach the unreached. The programme students undertake itself is like an add-on course to them who work in the day. They lack the time and energy in comparison with their counterparts. They should be understood in terms of liberal and socio-academic parameters that are akin to adult education and distance education. While we voice this out categorically for a better academic audit, we don't undermine the abilities and performance of our students.

Usually, the performance of the institutions depends upon the external policies of the agencies like government and the university. Not considering various factors in a holistic way and looking just at the end results leads to truncated glance of the true picture. Evening colleges are full victims of partial judgements. Earlier we were

criticised for large classes. Now, for lack of strength. For both, the institution is not individually responsible to a very great extent. Many teachers here did not get associate professorship as per schedule. Very few resourceful HEIs fight these constraints and succeed. Such cases are exception. It is very essential that peer academic supervisory/assessment bodies share and work with the policy makers, bringing the outcomes of their exercises to the discussion table. Tackling and labelling the symptoms is necessary and useful but reaching the cause of illness/wellness and addressing it makes the task meaningful, activated and complete.

We are doing well. We are not doing well, at times. We will do better. We have a long journey. Energy, enthusiasm, passion and commitment are our leading lights. We keep winning, along with the generations. Because, we know how to tackle the failure.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: A. All of the above</p>																				
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 49 Answer after DVV Verification: 51</p> <p>Remark : The value is updated</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>105</td> <td>86</td> <td>91</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>107</td> <td>87</td> <td>93</td> <td>63</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	86	105	86	91	61	2020-21	2019-20	2018-19	2017-18	2016-17	102	107	87	93	63
2020-21	2019-20	2018-19	2017-18	2016-17																	
86	105	86	91	61																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
102	107	87	93	63																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 9 Answer after DVV Verification: 6</p>																				

2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Remark : The value is updated</p>	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	6	6	6	2020-21	2019-20	2018-19	2017-18	2016-17	5	6	6	5	4										
2020-21	2019-20	2018-19	2017-18	2016-17																											
6	6	6	6	6																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
5	6	6	5	4																											
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 400 Answer after DVV Verification: 249</p> <p>Remark : The value is updated</p>																														
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1413 1046 1547"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>55</td> <td>54</td> <td>54</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1626 1046 1760"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>59</td> <td>44</td> <td>35</td> <td>20</td> </tr> </tbody> </table> <p>2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1883 1046 2018"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>89</td> <td>88</td> <td>87</td> <td>87</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	50	55	54	54	56	2020-21	2019-20	2018-19	2017-18	2016-17	58	59	44	35	20	2020-21	2019-20	2018-19	2017-18	2016-17	80	89	88	87	87
2020-21	2019-20	2018-19	2017-18	2016-17																											
50	55	54	54	56																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
58	59	44	35	20																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
80	89	88	87	87																											

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
69	71	49	55	44

Remark : The value is updated

3.4.2 **Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : The value is updated

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : The value is updated

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

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

Answer before DVV Verification:

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

9.98	6.04	5.16	25.46	4.06
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15.54	6.45	5.55	4.84	4.26

Remark : The value is updated

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	25	22	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	46	51	46	42

Remark : The value is updated

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	0	1

Answer After DVV Verification :

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

Remark : The value is updated

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : The value is updated

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>90</td> <td>85</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>89</td> <td>89</td> <td>89</td> <td>89</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	116	90	85	83	83	2020-21	2019-20	2018-19	2017-18	2016-17	97	89	89	89	89
2020-21	2019-20	2018-19	2017-18	2016-17																	
116	90	85	83	83																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
97	89	89	89	89																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>275</td> <td>258</td> <td>222</td> <td>207</td> <td>169</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>271</td> <td>259</td> <td>222</td> <td>199</td> <td>171</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	275	258	222	207	169	2020-21	2019-20	2018-19	2017-18	2016-17	271	259	222	199	171
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3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>10</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>10</td> <td>11</td> <td>10</td> <td>12</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	8	10	10	10	11	2020-21	2019-20	2018-19	2017-18	2016-17	13	10	11	10	12
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	10	10	10	11																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	10	11	10	12																	

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 22

Answer after DVV Verification : 17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	8	7.38	5.51	4.91

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9.98	6.04	5.16	4.75	4.14