



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DARSHAN COLLEGE**

**DARSHAN COLLEGE , MYSORE ROAD, RV COLLEGE POST, DUBASIPALYA,  
BANGALORE**

**560059**

**[www.darshancollege.org](http://www.darshancollege.org)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Darshan College, a unit of Capuchin Friars Service Society, is run by the Capuchin Franciscan Fathers of the Holy Trinity Province of Karnataka. The College is affiliated to Bangalore University, Bangalore. It was established in the year 2009 with a view to provide the best in academics for Students in Commerce, Computer Applications, Business Management and Administration by preparing them to qualify and succeed in various highly competitive career streams. It is a home away from home, with excellent hostel facilities, infrastructure and dedicated teaching Staff who mould, mend and form the future of the Nation and of the Globe. It has a learning environment and a fraternal ambiance where one feels welcomed and comfortable. It is an institution which treats everyone equally with respect and honor regardless of gender, religion, ethnic origin and nationality. The Education imparted in this institute is an ongoing process and continuous commitment for the emancipation of the humankind. Hence it nurtures, invests, cultivates and develops young minds and their talents so that the future generation remains always creative, innovative and responsible for the economic and social growth of the Nation and of the world.

*“An abode of wisdom that ensures HOLISTIC DEVELOPMENT to the Leaders of Tomorrow...”*

### Core Values

- |                      |                       |
|----------------------|-----------------------|
| 1. Faith in God      | Social Responsibility |
| 2. Respect for Life  | Pursuit of Excellence |
| 3. Moral Uprightness |                       |

### Vision

### Vision

To enable the Students to become responsible global citizens with their dynamic personality, intrinsic reverence for life and a passionate love for learning.

### Mission

### Mission

The Mission of this Institute is succinctly expressed in the motto: *“Jnanenaiva Vimukti”* Liberation through Enlightenment.

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

### Institutional Strength

- Well-defined Vision and Mission: Darshan College is guided by a well-defined Vision and Mission, emphasizing human and ethical values.
- Diversity: The College attracts students and Faculty/Staff members from across the country and globe.
- First Generation Graduates: The vast majority of the students at Darshan College are first generation graduates, and we handhold them in their educational journey.
- Continuous Growth: The College shows continuous growth in student enrollments, infrastructure facilities, placements, fostering a dynamic educational environment.
- Academic Excellence: Achieving excellent results in all UG programs.
- Promoting Brilliance and Holistic Well-being: Focus is given to training all categories of students for their overall well-being.
- Scholarships and Opportunities: The College provides to students scholarships and opportunities for career development and academic pursuits.
- Top-notch Infrastructure: The College provides top-notch infrastructural support, offering great facilities for academics, sports, and extracurricular activities.
- Community Service: The students are actively involved in helping the community through various extension activities, displaying the College's commitment to social responsibility. Sports and Cultural Achievements: Students excel in sports and cultural activities, earning positions in university, state, and national teams, reflecting the College's support for diverse talents.
- .Diverse Collaborations: The College has multiple MOUs with academic institutes, universities and industries, enriching the educational experience for both students and Faculty/Staff. s. The Wi-Fi-enabled campus facilitates a tech-savvy environment.
- Campus Facilities: Various on-campus facilities benefiting both students and faculty, ensuring a conducive learning environment.
- Dedicated Faculty and Staff: The institution is staffed with well-trained, dedicated faculty and staff who mentor students for holistic development.
- ICT-enabled Classrooms: The College promotes experiential learning with ICT-enabled classrooms, fostering a dynamic and interactive learning experience.
- Alumni in Influential Positions: The College has produced many graduates who are well placed and influential in the academia and industry.

## **Institutional Weakness**

### Institutional Weakness

- Limited financial allocation for research in the past placed the College at a disadvantage in research and development.
- While gross enrollment has increased, the low enrollment in a few departments is a cause of concern.
- . The academic constraints of not being an Autonomous College poses difficulties for students in terms of higher education and placements

## **Institutional Opportunity**

- There is a potential for introducing more professional courses such as MCA, MBA , AI related courses, and industry-integrated programs.
- With good infrastructure and scope for expansion, the College can obtain the autonomous status from UGC. The College can work towards developing it into a College with Potential for Excellence (CPE)

and mobilizing the resources.

- The College can initiate the process to have a UGC Care Listed Journal.
- The College can explore possibilities of tie-ups with foreign universities for cultural immersion programs, joint conferences, research collaborations, etc.

### **Institutional Challenge**

- The College faces challenges in mobilizing funds for research and development from external organizations.
- The low socio-economic situation of the majority of the students who are admitted to College (many being first generation graduates) poses a challenge, especially with regard to their language skills, level of undisa a major hurdle.
- Private universities ,autonomous colleges and deemed universities are posing challenges to the admission to affiliated colleges
- Ever changing calender of events of parent university

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution is affiliated to Bangalore University and follows the University curriculum for the UG programs. The college offers 17 UG Programmes – BBA, BCA& B.Com. The courses offered are designed to upgrade with recent trends of developing technology, entrepreneurial skill development. Curriculum is aligned with the Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes. The academic calendar is designed to mark the academic events, curricular and co-curricular activities, scheduling of different examinations, workshops, seminars, FDP etc. The college adheres to the norms prescribed by affiliating University with respect to Continuous Internal Evaluation System. The students are made aware of the academic calendar. Curricular review and development are done regularly to keep in pace with developments in respective fields to meet the requirement of academia, industry, profession and society. Every Departments of the college conducts departmental Meeting in the beginning of the academic years to distribute the syllabus as per the requirement. At the end of each semester all the departments are required to conduct the meeting to analyse syllabus completion status. As per the parent university guidelines semester system is followed for all UG courses with Credit Based Choice System (CBCS) before 2021 and NEP after 2021. Conventional chalk – talk method with ICT teaching pedagogy is followed. Assignments, student seminars, worksheets, field visits, industry visits, invited lectures from industry and research institutions are organized for student – centered learning methods. Along with this college offers various Value added Certificate Courses/Online courses of MOOCS/SWAYAM for the benefits of the students. The institution champions the cause of Environmental protection and sustainability. Students are undertaking field projects and internships every year. The college has taken steps for curriculum delivery through establishment and provision of ICT enabled classrooms, language laboratory, video conferencing facility, LCD projectors and strengthening of research infrastructure. Feedback on syllabus is obtained from the Students, Teachers, Alumni and Employers.

### **Teaching-learning and Evaluation**

Teaching-learning and Evaluation The College has made student-centred learning and experiential learning as

cornerstones in the academic progression. The college adheres to an open admission policy, conducting all admissions online and rigorously following the UUCMS and regulations of Bangalore university. The whole process is transparent. The college takes great care to use tried-and-true pedagogy in its pursuit of identifying students who are both advanced and slow learners. The academic evaluation of every student, which is based mostly on how well they do on the First Internal Test which may assure this with classifying both advanced and slow learners. The profiles of slow learners are prepared after identifying the factors that contribute to slow learning. These factors include learning potential based on an analysis of previous year's marks, communication soft skills, behavioural traits, theory and practical attendance, economic backwardness, and a lack of competence in the English language. The profiles are prepared based on the comprehensive assessment of each student. Programmes such as the Student Support Programme, Remedial Classes, Counselling Sessions, Additional Learning Materials, Parent Teacher Meetings, and Bridge Courses are made available to students who are later slow learners. Personality development is carried out by expert trainers, and training for interviews and group discussions motivates candidates to succeed in their professional life. These are two things that are common to both advanced learners and slow learners. In order to help our students in active participation in extracurricular and co-curricular activities to complement our academic courses. In addition to their active participation in extracurricular, and curricular activities, there is openness and robustness in the assessment procedure for managing grievances has been established by the institution. The college website prominently displays and communicates POs, PSOs, and COs to the students. The system is set up to achieve PO and PSO. All parameters were used to assess the findings, as a yearly practice, we also administer the Student Satisfaction Survey through online.

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

Research, Innovations and Extension Research is an integral part of deep learning. Institution strives to develop a synergetic relationship among its various stakeholders who are an important part of its knowledge ecosystem. The college promotes and encourages research, innovation, extension and collaborative activities through several initiatives. The culture of research is backed by a research committee to attend the needs of our faculty and students. The Project works are taken up every year by students which promote research activity at the graduate level itself. A feather in the cap for the institution has been with the faculty members publishing books contributing to the sea of knowledge. National Conference, Knowledge Enriching Workshops/ Seminars from resource persons are organised for imparting hands-on experience to faculty and students. The college has a well-defined research policy which encourages the faculty members to participate in the seminars, workshops and conferences. A strong NCC and NSS groups of the institution have curated and successfully executed over 125 programs both at urban and rural level notably impacting the people of society. Relentless efforts have been made for educating students towards an inclusive society through these programs. More than 15 MoUs have been signed which have provided ample opportunities for students in the form of securing internships, mentoring, workshops, guiding projects, sharing research knowledge for the overall development of faculty and students.

### **Infrastructure and Learning Resources**

Infrastructure and Learning Resources The Management has developed adequate infrastructure and learning resources in the campus to achieve its objective of excellent education. The college has a campus area of 07 Acres of land which accommodates college building, library, play grounds, ladies room, staff room, departments rooms, classrooms, administrative rooms etc, The students and faculty are commodious with adequate classrooms, well equipped laboratories and conference /seminar halls. Ramp and wheel chair facilities

are available for the convenience of the differentlyabled students. There are 25 class rooms which are technology enabled. The college has laboratories i- Computer science labs. The college has 185 computers with internet connectivity and projectors to support practical sessions. About 65 high configuration computers are earmarked for students' use. Infrastructural facilities for both physical and academic purposes are periodically developed and augmented. A well-established library with 100 seating capacity has 61047 books, 35 Journals, 10 Newspapers to cater to the needs of students and faculty. The library is fully automated with Software. A dedicated digital library consists of e-books and e-journals. College library has access to Inlibnet N-List for online access to e-resources. IT infrastructure of the college is maintained and upgraded on regular basis by the college. A dedicated space in the third floor hosts science activities. The sports equipment, gymnasium, playground and various courts are supervised and maintained by the department of Physical Education. Training for sports and games are given under the guidance of the Physical Education Instructor

### **Student Support and Progression**

**Student Support and Progression** The institution puts students at the centre of all its practices. Students are assisted to avail scholarships and freeships provided by the government, philanthropists and Non-governmental Organizations. The Institution strives towards this goal by emphasising on the key components of Career Counselling and Guidance for competitive examinations both in government and private sectors. A dedicated Placement Cell organises workshops, seminars, trainings, guest lectures to facilitate students with professional skills like Communication skills, Soft Skills, Interview Skills, Resume Building tips, emerging technologies like Artificial Intelligence, Business Analytics etc. The Library has many books and reference materials but also hosts e-journals that help both in technical education and General knowledge aptitude on a range of books including Bank Officers Examinations, Staff Selection Commission materials, IAS etc. As per NEP 2020, Skill Enhancement Course is introduced in the syllabi which comprises courses like Office Automation, Digital Fluency, Employability, Quantitative Analytics etc., The college has Internal Quality Assurance Cell that ensures quality in all aspects. Sports Committee encourages students to participate in various games and sports for the holistic development. Combating Sexual Harassment Committee inquires the female students to check for any report of harassment. The Institution has zero tolerance towards any form of ragging and students constitute this Committee towards maintaining a ragging-free campus. NSS Advisory Committee conducts suitable activities to NSS Volunteers. Science & Cultural Programme Committee motivates students to take part in Science and Cultural activities. Grievance Redressal Cell addresses the problems of students with sensitivity and confidentiality. Student Representatives are included as members in IQAC and their suggestions are taken into consideration while framing and revising the Syllabi. Their feedback of the faculty members that includes teaching, methodology and use of ICT tools in imparting knowledge and evaluation etc., plays a pivotal role in raising the standard of teaching - learning process. The Alumni are the calling cards of an institution which has produced many distinguished alumni in all walks of professions including Sports, Culture, Theatre and Politics.

### **Governance, Leadership and Management**

**Governance, Leadership and Management** The College believes in holistic-value Based education of a student who has enrolled in this college. We do have a systematic approach towards decentralization of Academic work as well as in the functioning of the college. We have an institutional prospective Plan to keep us ahead of 10 years keeping in mind the necessities and requirements of the society. The institutions functions through various policies and administrative setup like service rules and appointment procedures. The institutions has implemented e governance in the areas of administration, student admission and examinations. The institution

has proposed a performance appraisal system wherein they track the academic development of teachers. The institution provides various welfare measures such as maternity leave, paternity leave, ESI, PF. They also provide financial assistance to participate in seminars and conferences. There is also a proposal to start group insurance for teaching staff in the near future. Teachers are encouraged to participate in FDPs, Refresher Course, Short Term Training and Orientation Courses. The institution receives funds through renting playgrounds. The institution receives donations from society. The IQAC of the institution ensures qualitative initiatives for the preceding 5 years keeping in mind the reviewing of teaching-learning process and methodologies of operations and learning outcomes at regular intervals. The IQAC ensures a systematic feedback system where the student's identity is kept confidential and the outcome and action taken report is posted on the official college website. The institution conducts Academic and Administrative Audits to know the potential of the college. The IQAC conducts seminars, workshops and FDPs at regular intervals

### **Institutional Values and Best Practices**

**Institutional Values and Best Practices** The IQAC of the college has signed an MoU with external Organization to conduct programs on creating awareness among the students about gender issues. The college has implemented stringent measures to enhance the safety and security of the female students, staff, and visitors by installing CCTV cameras that are fully operational 24/7 and the Security personnel also complements to the safety of the women by keeping a vigilant watch. The college has constituted different committees such as Anti Ragging Committee, Students Grievance Committee and Sexual Harassment Committee, Internal Complaint Committee, Counselling Cell with the sole objective of serving the students and staff better by maintaining the institution as a model towards safe learning and working place. The Institution has facilities for alternative sources of energy such as Solar Energy, Sensor based energy conservation and use of LED Bulbs. IQAC of the institution through hasiru club sensitizes and educates the staff and the students about the degradable and non-degradable waste. Green campus initiatives were organized in collaboration with ITC . The National College is also certified by ITC as Clean and Green Campus. The college celebrates Environment Day every year and follows many eco- friendly activities like NO VEHICLE DAY on every Saturday of the week, BAN ON PLASTIC as an initiative towards Environmental sustainability. Rain water harvest has been initiated to increase the groundwater level. Institution also has an open well for reserving water and RO Purifier. The college has Divyangan friendly barrier free environment such as ramp, lift, disabled friendly washrooms, signage board and scribe policy. The institution conducts various programs on cleanliness like Swachh Bharath as a community initiative. Blood Donation camps act as an impetus to bring together social awareness and to dispel myths about donating blood. Code of conduct is prepared for the students, teaching and non-teaching members and is distributed to them to maintain the decorum of the premises

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | DARSHAN COLLEGE  |
| Address                         | Darshan College , Mysore Road, RV College Post, Dubasipalya, Bangalore |
| City                            | Bangalore  |
| State                           | Karnataka  |
| Pin                             | 560059   |
| Website                         | <a href="http://www.darshancollege.org">www.darshancollege.org</a>     |

| Contacts for Communication |                 |                         |            |              |                                       |
|----------------------------|-----------------|-------------------------|------------|--------------|---------------------------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax          | Email                                 |
| Principal                  | Fr Joy Dsouza   | 080-29741973            | 9164644959 | 080-29741973 | darshancollegebangalore2009@gmail.com |
| IQAC / CIQA coordinator    | Mohammed Tazeer | 080-28605444            | 8073375406 | 080-29741973 | tazeer7862@gmail.com                  |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | Self Financing |

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



| <b>Recognized Minority institution</b>     |   |
|--|---|
| If it is a recognized minority institution | Yes<br><a href="#">Minority Certificate.pdf</a> |
| If Yes, Specify minority status            |   |
| Religious                                  | Religious                                       |
| Linguistic                                 |   |
| Any Other                                  |   |

| <b>Establishment Details</b>   |  |                                       |                           |                |
|--|--|---------------------------------------|---------------------------|----------------|
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                |
| Karnataka  | Bangalore University   | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                |
| 2f of UGC  |  |                                       |                           |                |
| 12B of UGC   |  |                                       |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| No contents  |  |                                       |                           |                |

| <b>Recognitions</b>   |    |
|---|----|
| 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            | Darshan College , Mysore Road, RV College Post, Dubasipalya, Bangalore | Urban     | 7.2                  | 4027.6                   |

## 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   | BBA,Management,           | 36                 | PUC                 | English               | 60                  | 25                      |
| UG   | BCom,Commerce,            | 36                 | PUC                 | English               | 120                 | 100                     |
| UG   | BCA,Computer Application, | 36                 | PUC                 | English               | 60                  | 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         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 2         |        |        |       | 1                   |        |        |       | 20                  |        |        |       |
| Recruited   | 0         | 2      | 0      | 2     | 0                   | 1      | 0      | 1     | 8                   | 12     | 0      | 20    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 13           |
| Recruited   | 5           | 8             | 0             | 13           |
| Yet to Recruit  |             |               |               | 0            |

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

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

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 2      | 0      | 0                          | 1      | 0      | 0                          | 0      | 0      | 3            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 8                          | 11     | 0      | 19           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

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

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   |             | 0 | 3             | 0 |              |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 232  | 1                                 | 0                   | 0                       | 233          |
|                  | Female | 201  | 3                                 | 0                   | 0                       | 204          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 32            | 29            | 23            | 18            |
|  | Female | 26            | 28            | 22            | 26            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 8             | 6             | 2             | 2             |
|  | Female | 6             | 4             | 1             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 190           | 175           | 179           | 140           |
|  | Female | 169           | 158           | 135           | 125           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 3             | 3             | 5             | 5             |
|  | Female | 3             | 2             | 4             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>437</b>    | <b>405</b>    | <b>371</b>    | <b>318</b>    |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The institution offers courses from various streams like Commerce, Business Administration, and Computer Applications. The institution is affiliated with Bangalore University which offers courses as per NEP in its undergraduate courses. Interdisciplinary learning is inculcated in the curriculum paving the way for the students to have knowledge about various disciplines and opening up the forum for choosing their Post graduate degree from different options available to them through interdisciplinary/multidisciplinary learning. The management and the faculty geared up for the preparation of NEP 2020 by attending various seminars and workshops on NEP 2020. The</p> |
|--|--|

|  |  |
|--|--|
|  | institution's faculty has been a part of the syllabus orientation program conducted by the Bangalore University and actively participated , giving the institution a better understanding of the system  |
| 2. Academic bank of credits (ABC):   | The institution is affiliated with Bangalore University and follows the rules and regulations set by the University on the Exams and Results. Karnataka is the first state to implement NEP 2020 and the college has already adopted the CBCS where credits were assigned to the students and with the introduction of NEP 2020, the credit system has become important. The institution has registered on the Academic Bank of Credits portal and the credit transfers will be implemented as per the regulations of Bangalore University   |
| 3. Skill development:  | The institution offers skill development courses to all students to enhance their skills to be industry-ready. Courses on Basics of Stock Market, PHP and , Six Sigma, computing skills, and Counseling Skills among others are offered to the students. The soft skill development courses include language and communication skills and life skills. Courses are offered by experts in the area and industry experts are also called included in conducting these programs. It is made compulsory for all students to undergo these Skill Development Courses as part of their curriculum. The institution has Skill Development Cell that coordinates and conducted the Skill Development Courses |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The institution celebrates all the important Indian festivals and events of national importance. The college also celebrates "Ethnic Day" where the students are encouraged to celebrate their identity and culture. Kannada Rajyotsava and other various state festivals are celebrated along with cultural fests to promote Indian Culture. Indian languages are encouraged and inculcated into the syllabus. Faculty are encouraged to teach in bilingual methods and Indian values are inculcated in the students. Yoga is encouraged and Yoga Day is celebrated every year.   |
| 5. Focus on Outcome based education (OBE):   | Outcome Based Education has been adopted by the institution and the system is integrated through the OBE team constituted by the institution. The University provides the Graduate Attributes. The specific department designs the Program output and  |

|   |   |
|---|---|
|   | <p>the Program Specific Outcomes. The Course outputs are provided by the subject experts with an understanding of Bloom's taxonomy. The PO/CO mapping is done through Linways Technology and the PO/CO Attainment is calculated for the CIA at the end of every semester. With this attainment, the OBE team reviews the performance of the students and provides suggestions and recommendations to the Head of the departments to improve the quality of education provided to the students</p> |
| 6. Distance education/online education: | <p>Blended learning methods are also adopted. The institution has excellent wi-fi connectivity, and the faculty and students benefit from it. Classroom teaching involves video lectures, usage of ICT tools, and so on</p>   |

### Institutional Initiatives for Electoral Literacy

|   |  |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | <p>Yes, The Electoral Literacy Club at the college is dedicated to enhancing awareness about electoral rights and the importance of voting in a democracy. The Club organizes a range of activities aimed at informing both students and staff about their electoral responsibilities. Key initiatives include: Awareness Drives: Conduct campaigns to educate the college community about the significance of voting and their electoral rights. Voter Literacy Campaigns: Host informative sessions that cover the electoral process, including the importance of participation and the impact of voting. Voter Registration Drives: Facilitate and assist with voter registration efforts, ensuring that eligible individuals can register to vote easily and efficiently. Debates and Seminars: Organize discussions and seminars on electoral processes and democratic engagement to foster a deeper understanding of voting mechanisms. Information Dissemination: Provide guidance on obtaining Voter ID/EPIC cards through both online and offline methods, helping individuals navigate the registration process.</p> |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | <p>Yes, Institution has appointed the Students' And Faculty Coordinator's in ELC. ELC is functional and actively involved in Awareness Campaigns and Drives. The ELC members are representative in</p>   |



|   |   |
|---|---|
|   | <p>character from diverse sections of society as detailed below: Electoral Literacy Club Composition Faculty Co-ordinator is Ms Divyashree NK , Non-teaching faculty Ambassadors Ms. Wilma Menezes Student Coordinator is Mr. Jaisurya ,A . Student Ambassadors are Ms. Namitha P, Mr. Tharun S, , , Ms. Ummekulsum, Member and Ms. Ranjitha K.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The Electoral Literacy Club (ELC) is highly active and implements a variety of innovative programs to educate the college community about the electoral process and the significance of voting in a democracy. Key initiatives include: • Voter Awareness Campaigns: Conducted within and around the college campus to increase awareness about voting rights and responsibilities. • Voter Literacy Campaigns: Targeted efforts to educate disabled persons and senior citizens in rural areas, aiming to boost their participation in the electoral process. • Voter Registration Drives: Facilitated registration for eligible students on campus, achieving an impressive 99% registration rate among first-time student voters through both online and offline methods. • Open House Sessions: Organized events such as the session with Mr. ST Somashekar, Member of the Legislative Assembly for Yeshwanthpur Assembly Constituency, Bengaluru, focusing on the importance of voting. • Volunteer Participation: Engaged NCC cadets as volunteers during the General Election, contributing to the electoral process and promoting civic engagement. These efforts are designed to foster a deep understanding of electoral processes and encourage active participation in democratic practices.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>Socially relevant initiatives taken by College in electoral related issues includes In-campus Graduate Constituency Voter Awareness &amp; Registration Drive; In-campus Teachers Constituency Voter Awareness &amp; Registration Drive; Participation in Voter Awareness program at Bangalore University organized by University NSS Cell; Conducting in-campus survey on unregistered eligible voters and facilitated Voter Registration. - Conducted Electoral Literacy Drive in rural areas to enhance participation in voting.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>   | <p>The ELC in the campus is striving hard to make sure every eligible student participate in the democratic</p>   |

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

process. Accordingly, the following step by step mechanism is institutionalized in the college: 1. Conduct survey online/offline to identify unregistered eligible voters. 2. Organize Voters Registration Drive to educate students on online and offline process of registration. 3. Facilitate collection and submission of duly filled Voter Registration Forms to BBMP. 5. Coordinate with BBMP officials to ensure completion of Registration. The mechanism institutionalized has ensured 112 unregistered eligible students to register and franchise their vote as first time voters in the previous general election 2024.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2023-24                                 | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 437                                     | 405     | 371                           | 318     | 255     |
| File Description                        |         | Document                      |         |         |
| Upload Supporting Document              |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 2 Teachers

#### 2.1

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

Response: 30

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

#### 2.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23      | 22      | 21      | 19      | 16      |

### 3 Institution

#### 3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 111.15  | 99.7    | 52.4    | 33.07   | 56.86   |

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The institution excels in imparting effective curriculum and conducting continuous internal assessments that drive student development. Utilizing diverse methods such as quizzes, presentations, and interactive discussions, the College fosters active engagement. Faculty members provide constructive feedback, and technology streamlines the assessment process for efficiency and transparency. This approach not only ensures a comprehensive evaluation but also instills a culture of ongoing learning, preparing students for academic and professional success. Academic Calendar: Creating the Academic Calendar is crucial for emphasizing teaching and learning. Aligned with Bangalore University, the College annually develops a comprehensive calendar, accessible on the Institution's website for transparency. Departments craft strategic plans for smooth implementation. Allocation of Responsibilities and Course Plan Development: Course planning and workload distribution involve department heads and coordinators. Faculty members design detailed course plans, covering elements like objectives, methodologies, outcomes, and schedules. Proper follow-up is ensured to address gaps. Curriculum Implementation: In the first year, students receive support from a designed bridge course. Faculty align lessons with outcomes, ensuring knowledge dissemination through plans, schedules, and ICT facilities. Students are sent at dedicated slots for projects and internships as per curriculum delivery. Curriculum Enhancement and Documentation A variety of student-centered strategies, including conferences, seminars, guest lectures, field trips, internships, and audio-visual programs, provide curriculum efficiency.

Monthly departmental meetings are used to assess academic progression. Departments organize certificate and add-on programs to bridge the gap in the curriculum and enhance the knowledge and skill base. Every month, reports and documentation from each department's extracurricular, co-curricular, and academic activities are compiled and organized methodically. Peer teaching is led by high-achieving students. Students pursue MOOC courses on platforms like SWAYAM, NPTEL, etc. with mentor support for internships.

Conduct of Continuous Internal Assessment: The Office of Examination ensures an effective and transparent evaluation system for students. As part of the Continuous Internal Assessment (CIA), the College conducts two examinations in each semester. (NEP). These exams are conducted strictly in conformity with the University pattern (question papers, seating arrangements, timetables, etc.). Valued answer scripts are made available within a week of internal exams and marks are displayed on the notice board for student access. The office promptly addresses any student grievances related to examinations. In alignment with the norms of the NEP guidelines provided by Bangalore University, 40% marks are allotted for internal assessment. The IA marks are based on assignments, seminars, first internal examination, model examination, quiz, presentation, and attendance. The Institution's commitment to transparency, efficiency, and ongoing learning cultivates a culture that prepares students for both

academic and professional success.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 37

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 74.58

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 373     | 295     | 201     | 295     | 168     |

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The College constantly ensures that each curriculum developed focuses on promoting value-based education, women empowerment, gender sensitization, and sensitizing the students on environment protection and sustainability.

**Environment and Sustainability**

The course on Environmental Studies designed as per the NEP-2020 guidelines, carries 3 Credits and enables the student towards a holistic understanding of relationship between human beings and nature, types of eco systems, bio diversity and it's conservation. With regards to natural resources (both renewable and non-renewable), the stress is on non-renewable that should be used judiciously to preserve, conserve and pass on to the next generations with sustainability as the focus. This develops favourable attitudes and habits to protect and preserve nature.

The College has taken a proactive and comprehensive approach to integrating cross-cutting issues into its curriculum, ensuring that students graduate with a well-rounded understanding of the complexities within their chosen fields. The College recognizes the importance of addressing gender dynamics, professional ethics, human values, environmental concerns, and sustainability to prepare students for the challenges of the modern world. The introduction of NEP is in line with supporting professional growth and human excellence, and all programs integrate these principles into every subject taught. To promote gender inclusivity, College offers courses that delve into the impact of gender norms on various academic disciplines. These courses aim to challenge stereotypes and cultivate a deep understanding of the importance of diversity and inclusivity in professional settings. By fostering an environment that values gender equality, the college ensures that students are equipped with the necessary awareness to contribute to workplaces that champion diversity. Professional ethics is a foundational element of the curriculum at institution. Courses dedicated to ethical decision-making are integrated into various academic programs, providing students with a strong ethical framework. Human values, such as empathy and cultural awareness, are woven into the fabric of the College's curriculum. Courses in humanities, social sciences,

and cultural studies empower students to appreciate diverse perspectives and understand the ethical dimensions of their actions. By instilling a sense of social responsibility, the college nurtures graduates who are not only academically proficient but also socially conscious contributors to their communities. Various cells and committees organize numerous events and activities for the students to help them develop their personalities and teach them the importance of values, social consciousness, and inclusivity. Environmental sustainability is a key focus at the College, reflecting the Institution's commitment to responsible citizenship. Through dedicated courses and interdisciplinary initiatives, students learn about sustainable practices, environmental impact assessments, and the role of various industries in addressing climate change. Graduates emerge with a heightened awareness of their role in creating a sustainable future and are well-prepared to incorporate environmentally conscious practices in their professional endeavors. The College stands out for its commitment to providing a holistic education that goes beyond academic knowledge. By incorporating cross-cutting issues into the curriculum, ensures that graduates are not only experts in their respective fields but also socially responsible and ethically conscious individuals, ready to contribute meaningfully to a diverse and interconnected world.

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

### 1.3.2

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

**Response:** 36.38

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

Response: 159

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

## 1.4 Feedback System

### 1.4.1

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

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



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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 62.86

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 185     | 146     | 128     | 135     | 110     |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 240     | 220     | 220     | 220     | 220     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 181     | 145     | 124     | 134     | 106     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 181     | 145     | 124     | 134     | 106     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 19

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Through a wide array of application based, practical oriented learning methods that inculcate the student's understanding and engagement with the world, the institution strives to achieve its mission of holistic education. These include Participative, Experiential and Problem Solving Learning. Within each of these strategies, there are a host of activities that enable effective teaching and learning.

### Participative Learning

| Activities  | Outcomes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Theme based knowledge enrichment workshops and Seminars.</li> <li>• Symposia and seminars on civil society, academic and industry engagements.</li> <li>• Intra and inter-college fests and conferences for promotion of student, industry, institutional and academic exchanges. Interactive lectures by alumni, industry experts, corporate professionals and academicians.</li> <li>• Leadership building through application based sessions. Class seminars Interactive theatre to enhance student understanding of social issues and to inspire an overall shift in their thinking and behaviour.</li> <li>• Web-based and research based assignments to promote self-learning and expand knowledge.</li> <li>• Student projects and web-based assignments for promotion of blended learning.</li> <li>• Debates, panel and group discussions on new and emergent themes to promote critical learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge enhancement on emergent themes and social issues Oriented to leadership skills and attitudes.</li> <li>• Communication and presentation skill enhancement. Enhancing time management and decision making capabilities.</li> <li>• Building critical learning aptitude. Programme management skills enhancement.</li> <li>• Equipped for job interviews.</li> </ul> |

### Experiential Learning

| Activities  | Outcomes   |
|---|--|
| <ul style="list-style-type: none"> <li>• Industrial and field visits Study tours to historically renowned as well as unexplored tourism destinations.</li> <li>• Orientation visits to NGOs, exhibitions and fairs for a hands on experience of working with organizations.</li> <li>• Visits to laboratories and research institutes for a scientific learning experience.</li> <li>• Internships with companies for practical learning and reflective experiences</li> <li>• Social surveys aimed at developing research skills. Social work rural camps and village visits for a rural community based living</li> </ul> | <ul style="list-style-type: none"> <li>• Sensitized to field realities. Knowledge enhancement on Indian history, culture and heritage.</li> <li>• Oriented to working of organization and exposure to the job sector.</li> <li>• Hands on learning engagement with projects Building life skills and decision making abilities.</li> <li>• Exposed to professionalism Development of competitive and hardworking mind-set.</li> <li>• Oriented to give back to community.</li> </ul> |

- experience and creating civil consciousness.
- Visits to centres of excellence of organizations known for their best practices.
  - projects for a meaningful learning engagement.

### Problem solving

| Activities              | Outcomes                              |
|-------------------------|---------------------------------------|
| Code debugging exercise | Inquisitiveness and critical thinking |
| Trouble shooting        | Improved aptitude                     |
| Case studies            | Managerial skills                     |

In addition to this the faculty uses ICT tools in teaching and for interactive learning

## 1. Interactive Learning

- **Smartboards and Interactive Whiteboards:** Enable dynamic lessons where teachers can draw, write, and display multimedia content.
- **Educational Apps and Games:** Make learning fun and engaging through interactive activities and quizzes.
- **Virtual Classrooms and Distance Learning**
  - **Video Conferencing Tools (e.g., Zoom, Microsoft Teams):** Enable remote teaching and virtual classrooms.
  - **Online Course Platforms (e.g., Coursera, Udemy):** Offer courses from various institutions and organizations.
- **. Simulations and Virtual Labs**
  - **Simulated Environments:** Provide practical experience in a controlled setting, useful in fields like animation and real time problems such as gps tracking etc.,.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100**2.4.1.1 Number of sanctioned posts year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 23      | 22      | 21      | 19      | 16      |

**File Description****Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

**2.4.2**

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

**Response:** 28.71**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 6       | 9       | 7       | 5       | 2       |

**File Description****Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

**2.5 Evaluation Process and Reforms****2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is**

**time- bound and efficient****Response:**

The system at Darshan College, Bangalore is meticulously designed to guarantee fairness and transparency in the assessment process, with a streamlined, time-bound, and efficient grievance redressal mechanism. The Office of Examination oversees the efficient conduct of the internal and University examinations at the College. Examination Governance: The Principal acts as the Chief Superintendent of Examinations. A faculty member serves as the Coordinator of Examinations, along with the Assistant Coordinator supported by Office Staff for the smooth conduction of internal exam and external exam.

Internal Assessment - Mechanism: The Office and coordinator of examination takes care of all pre-examination logistics, including preparation of question papers, room arrangements, invigilation, and distribution, ensuring a smooth and secure examination process with zero tolerance for malpractice. After the internal exams, the Office along with coordinator of examination ensures the timely return of valued answer scripts to students within a week, with scheme of question paper. The scheduled dates of the CIA including Exams are announced in the College calendar. A candidate should have a minimum of 75% attendance in all the subjects to be permitted for the final exams. Information about the performance of the Internal Exams is made available to the parents through the handbook of the College. Parent-Teachers' Meet is organized within two weeks of the completion of the exams. Following the guidelines outlined in the NEP by Bangalore University, 40% of the marks are designated for internal assessment. Internal assessment marks are derived from assignments, seminars, the internal examination, model examination, seminars, assignments, quizzes, case studies, and attendance. Internal Assessment - Grievance Redressal: The concerned faculty resolves grievances related to the internal assessment examinations per the Exam Cell norms. For any further escalation, the student approaches the principal by filing a formal written letter and discussion will take place with the Coordinator of examination to settle the grievance issue, with transparency, in a week.

External Assessment (End Sem University Exam) - Mechanism: Bangalore University holds examinations at the end of each semester. For a pass in the University Semester Examinations, a student is required to score a minimum of 40%. A candidate should have a minimum 75% attendance per semester, in each paper to be permitted to take the end-semester examinations. Students are notified of the exam dates as soon as it is available on the Bangalore University portal. Students have to register and enroll in the University portal. In presence of Principal along with Class mentors obtain the hall tickets from the Office of Exam and distribute them to the eligible students. External Assessment (End Sem University Exam) - Grievance Redressal: Students should file a formal grievance to the University Liaison Officer in the Office of Examinations for any complaints regarding the University exams - including results, mark cards, and certificates. The Office files the complaint with the relevant supporting documents to the University. The liaison officer monitors the issue, updates the student on its status, and resolves it within the allotted time frame (as per University norms).

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The institution realizes that course outcomes identify the unique knowledge and skills expected to be gained from a given course. Each course has a defined set of course outcomes and corresponding evaluation criteria. Program outcomes are framed based on what students are expected to know and be able to do upon the completion of a specific program. These relate to the skills and knowledge that students acquire.

Being an affiliated institution, The Darshan College has limited scope in designing the curriculum and syllabus. The institution follows the curriculum and Course Outcome/Program Outcome and Mapping prescribed by Bangalore University and incorporates the expected knowledge and skill outcomes.

The institution also ensures that the methods of delivery and the standards of attainment are relevant and

effective. Each Department formulates Program Specific Outcomes (PSOs) for the programs conducted in line with the defined CO/PO. These delineate the knowledge and skills that a student should possess upon completion of the program. Further, Program Outcomes (POs) are also stated in the university course

modules enunciating the skills, knowledge and attributes expected to be possessed by a student at the completion of the program. Many faculty members participate in the syllabus revision workshops organized by the University. Many are members in Board of Studies (BOS) and Board of Examination (BOE) at the University level thus contributing to discussions on Program and Course Outcomes. At the

beginning of every academic year, during the orientation programme, students are educated about COs, POs and PSOs. On the first day of a semester each faculty explains to the class the Lesson plans, COs POs and PSOs.

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**



PO/CO For Continuous Internal Assessment, each faculty member creates questions that are in line with the COs of that specific subject (CIA). COs and Bloom levels are assigned for all the questions of the Internal components. Faculty Members define the assessment methodologies and map them to course outcomes and Bloom's Taxonomy. Internal Assessments include the First Internal Exams, Model Exams, Assignments, field visits, Case Studies, Quizzes, and Seminars for every semester. The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at the entry level of the programme) to expert problem solvers (by the time of graduation) At the end of every semester – COs are attained At the end of the final year – POs are attained The marks of the internal assessment are entered in the ERP which calculates the CO and PO attainment based on Bloom's Taxonomy and Attainment rule. This facilitates the faculty's ability to provide corrective actions as needed. Every subject's CO and PO matrix is created by the relevant faculty, and it advances to the master CO-PO matrix of the department and the institution. The targets for the CO will be set by the Subject Matter Expert at the beginning of the year. At the end of every semester, CO attainment scores will be checked with the target set at the beginning. If the target is not met, the areas that require improvement will be found and measures will be taken to fill the gap. If the target is met, a new target will be set to improve the standards. The following are the steps to measure the CO attainment score: Semester End Examination (SEE) is conducted and evaluated by the University. The exam will be conducted for 70/60 marks (CBCS/NEP) and these marks will be taken as it is. The marks are equally distributed to all the COS. Continuous Internal Evaluation (CIA) is done by the Department. Marks for CIA will be 30/40 for (CBCS/NEP). CIA marks are calculated based on scores from Assignments, Attendance, Seminars, First Internal Examinations, Quizzes, Community projects, Case studies, The initial target will be set by the course instructor based on the complexities and expectations of the course. To complete the CO attainment, the CIA and SEE components are combined. The gaps are analyzed and corrective measures are taken through analyzing case studies, problem-solving questions, real-world projects, and conducting additional courses to bridge the gap. The Examination Cell regularly monitors the attainment level for every course. In case the attainment level of any course is below the threshold level, then additional measures such as remedial classes, tutorial classes, additional assignments, counselling, etc. are conducted.

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

### 2.6.3

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

**Response:** 83.13

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73      | 117     | 89      | 56      | 69      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 110     | 131     | 101     | 70      | 74      |

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response: 3.71**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

All the courses of the college have a mandated internship program as part of the syllabi. An MoU with some of the industries assists the students to land the coveted internship that paves the way for innovative thinking and entrepreneurship skills while pursuing UG program and to incubate any ideas that not just helps the individual but the community at large. The faculty members are encouraged to publish Research Articles in reputed National and International Journals which is indexed in Scopus and Web of Science. Many programs have been conducted only with the premise of knowledge transfer both to the faculty for up gradation and for the students that includes IPR programmes. A dedicated IPR cell is yet to be established. The students, under the able guidance of the Heads of the Departments and their supporting team, strive to work towards Projects that drive them towards a logical goal of innovating and entrepreneurship. The college persuades research atmosphere from U.G. level students to pursue their academic interests and enroll for a PG. programme. The departments have been successful in identifying the potential of students and have directed them to pursue the higher studies .. The college has been

centre of knowledge exchange, where external students visit for academic consultancy and with a mutual exchange of knowledge and interaction.

Entrepreneurs Cell: The College has created a robust framework for entrepreneurship and innovation through its Entrepreneurship Cell, started on 2022. The Cell mentors and nurtures the students by providing them with the necessary knowledge, and expert advice, and planning innovative activities. The experts from the industry are invited to give insight to the students on how to develop an idea into a successful startup. The College has signed MoUs with several institutes where the students are sent for internships so that they get hands-on exposure on how to run a business. Also, students are taken on frequent industrial visits that give them an idea of how businesses function

Indian Knowledge System: The institution understands that we must regain a comprehensive knowledge of our heritage and demonstrate the 'Indian way' of doing things to the entire world. Activities are conducted to create an ecosystem for the Indian Knowledge System through various cells and committees. The activities include Yoga sessions for faculty members and students, ethnic day celebrations, Competitions on IKS topics, sessions on social reformers, food, and regional festivals.

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

### 3.2.2

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

**Response:** 40

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 7       | 9       | 8       |

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.03

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

#### File Description

#### Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 3.3.2

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

**Response:** 0.07

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Forming socially just global citizens through holistic education is part of the mission of Darshan college education. According to the society's educational philosophy, the study and professional training that the students undergo enables them to place their skills and lives at the service of fellow human beings and the society at large. Institution has given significance importance on developing linkages with communities and neighbourhoods. To fulfill its social responsibility, the institution had organized several special camps in various villages, conducted training and awareness programmes, rallies, seminars and workshops on social issues as a mandatory part of student education

NSS activities

| Type of activity   | Impact   |
|--|--|
| Awareness rallies conducted on HIV/AIDS, roadsafety, environment protection, women empowerment,fitness rally, Anti drug, No tobaaco,Covid-19 vaccination drive and plantation programs | Created consciousness on various social and environmental issues             |
| Vist to Child orphanage, rehabilitation centre , NGO   | Sensitization about underprevilaged and development of emphathy and sympathy |
| Blood donation, eye check up camp, dental check up a   | Joy of giving for mankind  |
| Raising Flood releif ,   |  |
| Voter's awareness campaign   | Importance voting and education about democracy<br>fundamental rights        |

|   |  |
|---|--|
| Fitness marathon and fit india freedom run, Run for unity   | Patriotism                             |
| NCC activities  |  |
| Activities  | Impact                                 |
| Swachhatha Abhiyan, Anti ragging and antibullying, Road safety and traffic awareness, Anti drug education | Instilled discipline and patriotism.   |
| Kargil vijay divas  |  |
| Trekking activities, Mind body program  | Fitness and creating awareness on self |
| Healthy and fitness marathon rally  | Importance of being fit                |
| Weapon training, youth development program  | Self discipline                        |
| <b>File Description</b>   | <b>Document</b>                        |
| Upload Additional information   | <a href="#">View Document</a>          |
| Provide Link for Additional information   | <a href="#">View Document</a>          |

### 3.4.2

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

#### **Response:**

#### **Awards/Certificates/Appreciation**

Darshan college, conducts the extension activities regularly to sensitize the students about the social issues. In connection to this, College has received awards and recognitions from various prestigious bodies and some of the awards and recognitions received are listed below:

- Certificate of Appreciation from Rashtrorothana Blood Centre issued to Darshan College for kind gesture of organizing a voluntary Blood Donation Camp during the year 2023-24.
- Certificate of participation at 7-Days National Integration camp at B S Abdur Rehman Crescent Institute of Science and Technology Chennai, Tamil Nadu during the year 2023-24
- Certificate of participation at State level Youth festival-2022 at Manasagangothri, university of Mysore, Karnataka conducted by NSS and Department of Youth Development and sports
- Certificate of participation at South Zone NSS Pre republic Day Parade selection Camp 2022-23
- An award presented with gratitude and appreciation for commitment towards the noble cause of saving lives by conducting a voluntary Blood Donation Camp at Darshan College Campus during the year 2022-23. This recognition is bestowed by Narayana Hrudayalaya Blood Centre.

- An award presented by Wellbeing Out of Waste, an ITC initiative, as the ITC Green Award for conducting various environmental activities and demonstrating commitments towards sustainability during the year 2022-23.
- Certificate of participation at National And State level Pre republic Day Parade selection Camp 2021-22
- Certificate of participation at 7-Days National Integration camp at Hassan institute of Medical sciences, Hassan, Karnataka during the year 2021-22
- Certificate of Appreciation to Darshan College for their extended support in organization of Block level Declamation contest on the theme Patriotism and Nation Building as part of Republic Day celebrations 2022. This recognition is bestowed by Nehru Yuva Kendra Sanghatan Bangalore Urban.
- Certificate of Appreciation from Indian Red Cross Society in recognition of the institutions outstanding efforts in organizing voluntary Blood Donation Camp during the year 2020-21.
- The Indian Red Cross Society commends Darshan College for their dedication and commitment to this noble cause.
- Certificate of Appreciation from Indian Red Cross Society in recognition of outstanding efforts in organizing a voluntary Blood Donation Camp during the year 2019-20.
- The Indian Red Cross Society extends its heartfelt gratitude to Darshan College for dedication and commitment to this life-saving cause.
- An award presented with gratitude and appreciation to Darshan College for actively participating in the Nasha Mukth Bharat Campaign organized by the Department of Empowerment of Differently Abled and Senior Citizens.
- South Indian Bank extend heartfelt thanks for Darshan college unwavering support and partnership with them. Darshan College's commitment and remarkable achievements in educational excellence have positively impacted countless lives
- Recognition is given by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, to Darshan College for becoming a member of the National Rural Entrepreneurship Mission. This honor is for establishing the Rural Entrepreneurship Development Cell on campus, with the mission of inculcating entrepreneurship among students.
- An award is presented to Darshan College on behalf of KSCA in recognition of its outstanding support and excellence in the sport of cricket. .

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

### 3.4.3

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

**Response:** 29

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,**



**community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 08      | 08      | 06      | 01      | 06      |

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 15

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

**Response:**

The college is dedicated to offering holistic education and fostering the all-round development of its students. Situated in a tranquil and verdant campus, the institution boasts state-of-the-art infrastructure that is aesthetically designed, meticulously maintained, and user-friendly. This environment is specifically tailored to enhance teaching, learning, and overall student development.

The institution, located near Pattanagere Metro Station is well connected by road. With a total and area of 9 acres a built-up area of 63000 sq.ft., it has perfect infrastructure for Academics, cultural and Sports. The building have 14 number of classrooms. The imposing College Building includes the Administrative Office, the Principal's Chamber, Director Chamber, board rooms, staff rooms, restrooms, seminar halls, Examination Control Room, BBA Lab and indoor, outdoor sports facility etc.,

The institution prides itself on its extensive IT infrastructure and top-tier lab facilities. The computer lab is equipped with cutting-edge software and hardware, ensuring high performance and reliability. The campus offers comprehensive internet access, along with printing and reprographic facilities to support academic and administrative needs. There are two computer labs in the building and one language lab. The institute owns 90 computers with advanced configuration to support student learning. To maximize the utility of its IT resources, the institution conducts regular workshops, awareness programs, and training sessions for faculty. These initiatives aim to keep educators updated with the latest technologies and methodologies, enhancing their teaching effectiveness. A standout feature of the institution is its widespread Wi-Fi coverage, accessible to both staff and students throughout the campus.

The entire building and campus are under CCTV surveillance with a total number of 49 high definition cameras. The campus also has a Canteen with aesthetically designed seating facility and they provide a rich variety of food at an affordable cost.

The Library is fully computerised with automating the issue of books with bar code reader. The library has sufficient number of textbooks, reference books, sufficient number volumes, journals, computer and reprographic facility.

The Department of Physical Education at the institution offers extensive opportunities for students in various sports and has facilitated their career placements in government, private, and public sectors. Spanning across a sprawling 3 acres, outdoor multipurpose ground features cricket field, a well-fenced

volleyball court, and a concrete basketball court etc. This infrastructure enables the institution to consistently excel in intercollegiate, intracollegiate, district, university, state, and national-level competitions.

Additionally, the institution houses a well-equipped gymnasium that is utilized by both students and staff, promoting fitness and wellness among the campus community. This comprehensive sports infrastructure and facilities underscore the institution's commitment to holistic student development through sports and physical activities.

Taking the initiative to be an eco-friendly campus with fish tank and birdhouse. The college has solar lights in the walkway and solar water heater installed on hostel rooftop to conserve energy. Apart from this, various facilities are available to conserve water and a waste management system.

The institution has adequate facilities for cultural activities. The College stands out for its unwavering commitment to providing exceptional facilities for teaching and learning along with cultural and sports activities.

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

#### 4.1.2

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

**Response:** 4.04

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1.11539 | 9.43149 | 3.39403 | 0.13342 | 0.18964 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The Library at Darshan College stands as the knowledge center of the institution with traditional book collections with internet facility. The library employs an Integrated Library Management System (ILMS), optimizing its functionality and accessibility for both faculty and students.

Library automation Facility - Utilizes Koha Software, an open-source library automation software. It is used for cataloging books, managing journals and magazines, enabling book searches, and facilitating check-in and check-out processes.

The students and staff entry and exit is logged with Koha software. The library has CCTV surveillance to enhance overall security measures.

Digital Facilities and Internet Connectivity - Equipped with a digital library featuring 3 systems and high-speed internet. Dedicated sections for academic books, journals, magazines, reference books, faculty zone, special category books racks, barcode printer and scanner, locker facility and specifically green library catering specifically to students and faculty needs.

The institution ensure all library operations and services align with the institution policy. Library is regularly reviewed and updated to reflect changes in the institution's needs and industry standard. A substantial annual budget is allocated for the acquisition of books, journals, and other library resources every year. The spending on resources is properly planned to support academic and research needs, enhancing the library's collection and accessibility. The library organises events to inform all the fresher students on the library access and usage.

The library operates from 8:50 AM to 3:00 PM, providing ample time for users to access resources and services. The library utilizes Koha Software with intuitive and user-friendly interfaces, designed to enhance the overall experience for all users. The library is committed to improving accessibility, ensuring that all users can easily navigate and utilize its resources and services.

#### **Additional Library Facilities and Features:**

Green Library

E-learning resources

Reprography Machine.

Display Board for Newspaper Clippings.

Reference section

SCST book bank

Question bank

Display rack

Locker Facilities.

Exclusive Faculty Zone.

New Arrivals Display Rack.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The institution is deeply committed to upholding cutting-edge IT facilities, understanding their vital role in enriching the teaching and learning process. This commitment is reflected in the meticulous upkeep of modern IT infrastructure, where every computer is equipped with the latest software and hardware to create a technologically advanced environment. The institution also prioritizes a superior online experience by offering high-speed internet connectivity, accessible printing services, reliable power backup to prevent disruptions, and efficient scanning facilities. By addressing these technological needs, the institution ensures a conducive and advanced learning atmosphere, enhancing both academic and operational efficiency.

**Advanced IT Infrastructure:**

The institution prioritizes cutting-edge IT facilities, ensuring that all computers and systems are equipped with the latest software and hardware to enhance the teaching-learning environment.

### **High-Speed Internet Connectivity**

The campus features a high-speed Act internet connection with a capacity of 300 Mbps and BSNL internet connection with a capacity of 200 mbps supporting various online activities and ensuring efficient digital communication.

### **Wi-Fi Enabled Campus**

The entire campus is equipped with Wi-Fi, providing seamless internet access for students and faculty and supporting continuous connectivity.

### **Streamlined Online Processes**

Administrative functions such as admissions, fee payments, and student registrations is managed through Assisi software, the College ERP system, implemented in 2021-22.

### **Software for Education**

---- software for Education has been in use, providing official email IDs and access to a suite of productivity tools, including Gmail, Google Drive, Google Docs, Sheets, Slides, and Jam board, fostering organized communication and collaborative work.

### **Enhanced Online Learning**

The institution adopts a comprehensive approach to online learning, offering online tests, daily attendance monitoring, and remote access to educational resources.

### **Multimedia Integration**

Classrooms are equipped with multimedia tools, including projectors to enrich the teaching and learning experience.

### **Access to MOOCs**

Students are provided with access to Massive Open Online Courses (MOOCs), offering additional educational resources beyond the standard curriculum.

### **Infrastructure Maintenance**

Regular maintenance is ensured through timely renewal of Annual Maintenance Contracts (AMCs) for software applications, UPS systems, and generators, guaranteeing operational reliability.

### **Investment in Quality Technology**

The institution is committed to investing in high-quality hardware and software to provide a modern and dependable learning environment.

### **Technology Conference Participation**

Active participation in technology conferences allows the institution to stay informed about the latest advancements and innovative solutions in IT, promoting continuous improvement in technology use.

In summary, Darshan College emphasizes modern IT facilities, demonstrating a strong commitment to efficient online processes. This dedication creates a technology-driven and effective learning environment for all stakeholders.

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

#### 4.3.2

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

**Response:** 4.86

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

Response: 90

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

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 35.32

##### 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)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 51.03   | 39.41   | 15.87   | 6.95    | 11.50   |



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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 0

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| File Description  | Document                      |
|---|-------------------------------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority.                               | <a href="#">View Document</a> |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | <a href="#">View Document</a> |
| Upload policy document of the HEI for award of scholarship and freeships.   | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 14.84

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 62      | 81      | 61      | 26      | 35      |

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 64.85

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 52      | 87      | 66      | 26      | 31      |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73      | 117     | 89      | 56      | 69      |

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

**5.2.2**

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

**Response:** 42.04

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10      | 24      | 15      | 3       | 14      |

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response: 157**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 63      | 37      | 38      | 0       | 19      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting document                                   | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates | <a href="#">View Document</a> |
| Institutional data in the prescribed format                  | <a href="#">View Document</a> |

**5.3.2**

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

**Response: 30.4**

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 51      | 31      | 27      | 16      | 27      |

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

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The Alumni Association of the College is named as "Darshan College Alumni Association." - the College continually promotes its Alumni and fosters Alumni-related activities.

The College organizes an Annual Alumni Meet - where the students share their experiences with the current students and faculty members. The staff core committee coordinates with the Student Committee and Alumni Committee for the planning and execution of the day's program.

The Alumni meet is a grand celebration where old friends get together and relive the moments spent on the campus. During the Annual Alumni Meet, the Alumni actively take part in cultural events. Each year, the Core Council members of the respective academic year take on the leadership role in organizing the annual alumni meet.

Alumni Elections: During the Annual Alumni Meet, the President, Secretary, and executive council members of the Alumni Association are elected to ensure wider participation and initiatives from the Alumni Association.

Placement: Many alumni volunteered to help in the placements of the current batch in the companies they worked for.

Internship: Some alumni provided internship guidance to final-year students in their organization.

Guest Lectures and Motivational Talks: Alumni delivered guest lectures on various topics of relevance for the students.

Fund-raising: Every year, the alumni contribute funds for various developmental activities of the college. Scholarship: The alumni association had plans for providing scholarships to meritorious students.

Contributions: The Alumni Association contributed chairs, red velvet table cloth, computer system, red velvet carpet for auditorium and clock for the use of the present students.

Contribution of Books to the College Library: The Alumni Association contributed general E knowledge books that would help students prepare for various Competitive Exams. Networking Platform – Created a strong alumni network that is now one of the best professional networking platforms available today for the growth of Darshan College. Also, an alumnus can refer the students to the organization they are working for. Alumni also take the responsibility of conducting career counselling workshops at times. The Alumni also foster the development of the institution by making valuable contributions both monetarily and non-monetarily. They share their perception regarding the infrastructural augmentation in terms of library, laboratories, classrooms, etc. as per the latest trends and technologies. Alumni feedback is carried out through an online portal as well as offline during Alumni Meet to get their valuable feedback on different prospects. They also give valuable inputs on what significant improvements can be made in terms of the employability of students. The input from all these sources is analyzed and corrective actions are planned and implemented post-discussion with the principal, management, and other committee members.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

##### Vision

To enable the students to become responsible global citizens with their dynamic personality, intrinsic reverence for life and passionate love for learning

##### Mission

"Jnanenaiva Vimukti " Liberation through Enlightenment

The institution emphasizes on holistic development of students, and accordingly focuses on intellectual growth, personality development and sound value systems through value-based education. To achieve intellectual growth, the institution creates conducive academic, skill based ecosystem explores innovative cum effective pedagogy and establishes institute industry interface. The institution thrives hard to channelize the energy of students towards creativity, team spirit and service with dedication, devotion and discipline. The institution believes in imparting value based education going beyond mere responsibility to ensure graduating students are intellectually sound and socially responsible citizens.

The Institution adopts interdisciplinary approach in various academic and internship activities which is in line with NEP adherence. The institution has conducted numerous activities that reflect the vision and mission statement of the institution. The central focus of governance is to realize the vision, mission and core values of the institution. The democratic, participative and transformational leadership approach ensures that there is involvement of all the stakeholders in the decision making process. Delegation of responsibilities, adequate communication at all levels and quality control mechanisms are in place and achieved through Decentralization with clear definition of roles and responsibilities. Delegation of decision making authority for effective governance. Involvement of key stakeholders in Annual Induction Meeting.

Clear escalation matrix to resolve issues faced by staff. Capacity building programs for administrators. Annual Academic and Administrative Audit. Comprehensive feedback mechanism to aid transparency in governance.

The Capuchin Friars Service Society designs the institutional policies. The Director delegates authority to various positions such as Principal, Heads of the Departments, Coordinators, Librarian, Physical

Education Director, Office Superintendent who are empowered to take operational decisions in their respective areas. Various committees viz., Admission Committee, Timetable Committee, Academic Committee, Examination Committee, Research Committee, Staff Welfare Committee, Internal Complaint Committee and Cells viz Student Welfare Cell, Anti-Ragging Cell, Grievance Redressal Cell, NSS/NCC Unit are formed for execution of the action plan. The wider participation of faculty and staff in the decision making process is ensured by the virtue of their membership in Governing Council, IQAC, , Cells and Committees, that execute policies and programmes and their involvement in Annual Induction Meeting for crafting the short/long term plans in concurrence with perspective plan. This democratic approach in decision making has been the backbone of the effective functioning of the institution

organogram

Our short-term and long-term Institutional Perspective Plans are meticulously crafted to guide our growth and development. These plans are not rigid but adaptive, allowing us to respond proactively to emerging trends and challenges in education. By regularly revisiting and revising our perspective plans, we ensure that our institution remains dynamic and relevant in an ever-changing educational landscape.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The institution has a well-structured organizational system to facilitate effective administration, participative management and efficient execution of policies.

Institutional Organogram

The Governing Council of Capuchin Friars Service Society, the institution's apex decision making body, plans, approves and monitors policies and evaluates the functioning of the institution. It meets five times a year. The President is the Provincial Superior of the Society. He appoints the Managing Committee: Director and Principal. The Managing Committee led by the Director takes care of the regular running of the institution and makes strategic decisions for the implementation of policies.

The Managing Committee meets every month to evaluate various activities and plan for the forthcoming month.

The Director is the leader of the college community and is responsible for all the administrative tasks in the institution and Principal takes care of the all academic activities. They provide leadership, direction and coordination within the institution. The Financial Administrator takes care of all financial matters such as budget and its implementation, purchase of goods, maintaining accounts and the overall infrastructural maintenance. The Heads of the Departments support the Principal in the execution of plans and supervise the smooth functioning of their respective departments. They strive to achieve goals in coordination with the faculty and distribute works equitably amongst them. The Coordinator of Examination is responsible for the effective conduct of internal and university exams while adhering to quality standards as per the university requirements. The Office Superintendent works as the head of the administrative staff, guiding and coordinating the activities of the Administrative Office. The Student Welfare Officers take care of student support and other student welfare matters. The Librarians ensure that the library provides efficient services for better learning outcome. The Physical Education Director leads the physical fitness, sports, games and athletic activities. The Placement Officer ensures productive placement training and eventual job placements of students in reputed organizations. Staff and HOD's assist the Principal in academic matters. IQAC, led by its Coordinator takes care of the development and application of quality benchmarks and parameters for various academic and administrative activities of the institution.

**Recruitment and Service Rules** The institution has put in place clear guidelines and policies for employee recruitment and selection. All job vacancies are advertised through internal and external channels such as institution's website, social media and employees' network . The faculty recruitment panel comprises the Director, Principal, the Head of the Department and subject experts. The recruitment process consists of a demonstration class, panel interview and interview with the Managing Committee. The transparent process is aimed at recruiting the most competent, qualified and experienced personnel who would contribute positively and innovatively to the institution's development. Employee promotion to higher grades is governed by the institution's service rules and policies.

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

## 6.2.2

### *Institution implements e-governance in its operations*

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI  | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The institution cares for the overall wellbeing of its employees. The management has instituted several welfare measures for faculty and staff.

- All employees receive an annual salary increment.
- Faculty receive special salary increment at the completion of Ph.D., NET/ SET.
- The institution initiated a group health insurance scheme for employees with individual claims.
- All full-time employees are covered under the Employee's Provident Fund from the very first salary as per the prevailing government norms. Gratuity as per the service rules of the institution is also provided to the employees.
- Interest free loans are provided to both faculty and staff. Soft loans are provided for the purchase of laptops.
- Free/subsidised education is offered to children of employees of Institutions.
- Christmas gifts and bonus are provided every year to all employees.
- During marriage, employees receive monetary gift from the institution.
- The institution takes care of the personal membership fee of employees in government recognised organisations.
- The institution provides research grant to the faculty who take up major, minor projects or patents. Further, faculty who publish their research work in Scopus or UGC approved journals receive financial incentives.
- Financial assistance is provided to faculty who pursue higher studies such as M.Phil/Ph.D/ PostDoctoral Studies to enhance their academic qualifications and contribute to the overall quality of education in the institution.
- Special Casual Leaves are granted to faculty who pursue higher studies.
- Special Casual Leaves are also available to faculty and staff who attend seminars, conferences and faculty development programmes.

- Faculty members participating in Conferences/FDP are eligible for reimbursement of registration fee and travel expenses.
- Special Casual Leave is also granted to faculty and staff for appearing SWAYAM- NPTEL, NET, SET and other professional examinations.
- Annual picnic is organized for all employees to unwind, relax and strengthen their bond with each other.
- Free tea/coffee is provided to employees after the first two hours of classes
- Extraordinary leave is granted to employees on grounds of medical ailments or to pursue advanced studies, if they have completed three years of continuous and permanent service.
- Maternity leave with full pay is granted to permanent female faculty for three months or up to six months with half pay. Paternity leave up to seven days is granted to employees.
- Gym, with the latest fitness equipment and other sporting facility on campus are at the disposal of employees for no cost.
- Canteen Facility with subsidized Cost.
- Transportation Facility for needy staff members.
- Teachers Day celebration with lunch out programme.
- Free Residential Facility for staff.
- Distribution of Medicinal plants and Herbal plants for Faculty members during Environmental day.
- Annual sports and recreation for staff members.
- Regular eye check-up camps, organized by the institution for its employees and families in collaboration with the local Primary Health Centre.
- Employees' birthdays are celebrated regularly that enhances the family spirit and positivity in the institution.
- Individual employee cabins with comfortable seating and Wi-Fi connectivity are provided

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

### 6.3.2

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

**Response:** 57.43

#### 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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 17      | 14      | 13      | 4       | 10      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Policy document on providing financial support to teachers  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                          | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | <a href="#">View Document</a> |

### 6.3.3

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

**Response:** 100

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 36      | 33      | 32      | 29      | 27      |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 13      | 11      | 11      | 10      | 11      |

| File Description   | Document                      |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institution ensures effective financial management through comprehensive planning, accounting, reporting and protection of assets from loss, damage and fraud. The institution regulates its financial management through internal rules. Regular and standardized budgeting with requisite internal checks and external auditing procedures are followed to ensure sound and effective mobilization and utilization of resources. The financial outlay and budget planning take into account the academic annual planning and proposed activities for the academic year.

Mobilization of Funds The institution mobilizes funds primarily through the following channels

- Fees: Being a self-financed institution, majority of the funds are generated through fees collected from the students for various programs offered by the institution.
- Financial assistance from Management and alumni: The college management and the alumni contribute funds to the institution via scholarships and endowment fund. Government and Non-Government agencies:
- The institution also receives funds from government and non-government agencies like Unnat Bharat Abhiyan as Endowments and Scholarships for the students, extension programs, NSS and NCC activities.
- Interest on Fixed Deposits: The institution also receives interest from its various fixed deposit schemes. Rental Income

The institution also earns by renting its resources like classrooms, auditorium, and E seminar hall for various public exams like KPSC, KSET etc

Optimal Utilization of Funds

- The institution has well defined procedures with respect to the allocation of funds for its various operations. Day-to-day financial transactions are monitored by the financial administrator. All financial protocols are diligently followed at every level. The mobilized funds are utilized primarily for the following areas.
- Academic and Co-curricular Activities: The funds are utilized to conduct various academic activities such as seminars, conferences, workshops, FDPs and for the promotion of research, innovation and consultancy services.
- Adequate fund allocation is made for sports, games and cultural activities.

#### Administrative Overheads:

- The funds generated are utilized for the remuneration of the faculty and staff, various staff welfare measures and to meet administrative overheads. Infrastructure Maintenance: These funds are allocated for construction and maintenance of infrastructural facilities and for the development of an inclusive and green campus.
- Student Support: For training and placement programs through various agencies. For providing various institutional scholarships to the students. For NCC, NSS and other extension activities that are carried out through utilization of the funds provided by the institution, state and central governments.

#### Procurements:

- For purchase of hardware, software, books and e-resources for the library, computer labs and language lab.
- For ICT infrastructure installation, maintenance and renewal.
- For purchase of AMC, repair and maintenance work.
- For purchase of ERP resources

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The IQAC plays a pivotal role in planning, guiding and monitoring the quality of all academic and administrative matters of the institution.



IQAC developed a model to initiate conscious, consistent and catalytic action for achieving the academic and administrative quality assurance.

The IQAC was established in the year 2021 to promote quality in all activities of the institution. It monitors teaching learning and evaluation process along with formulating various strategies to monitor learning outcomes.

NEP Core committee: In order to implement NEP effectively NEP core committee was established under IQAC .The various open elective papers for every semester was carefully selected and opted for students.

The academic calendar, which facilitates smooth hassle free functioning of the semester, is prepared well before the commencement of the academic year and is made available to the Heads of the Departments and the faculty members to plan their programs before the commencement of the semester. This is prepared with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like guest lectures/workshops/department activities/examinations etc.

Feedback: IQAC is always in forefront to improve the quality of curriculum delivery and evaluation process. In this context it collects feedback from stake holders. It also collects feedback on curriculum ,ambience, add on program, skill development programs and other activities in both formal and informal ways. This feedback throws light into improving and sustaining quality and commitment to educational excellence.

Feedback Analysis. IQAC analyses the feedback collected and curates the action plan for the same. It also monitors the implementation of the remedial plans so that the institution in proper track towards excellence.

Technology integration in curriculum delivery: The IQAC has promoted blended learning mode in teaching learning process. The faculty members are encouraged to promote e- resources and ICT Tools in regular teaching. IQAC conducts regular orientation about modern teaching technological tools so that the faculty members are timely updated.

. Benchmarking: Benchmarking is the major component of quality management at . After indepth quality gap analysis and studying the quality standards of premium higher educational institutions in the country, IQAC sets up various benchmarks for the institution. Benchmarking has brought clarity on the process, set internal quality standards and identified departmental and institutional goals for short and long-term durations. Additionally, benchmarking has also resulted in equitable distribution of responsibilities, personal accountability and highly productive outcomes.

The performance of the students is regularly evaluated / monitored through two internal tests, open tests, and classroom interactions along with assignments and group activities that is left to the discretion of the faculty member. An End semester final examination is conducted for evaluation purposes and submitting of results. At least 75% attendance is mandatory as per University norms in each semester. Remedial classes are conducted regularly for slow learners based on their first internal tests. Besides teachers, fast learners also act as mentoring the slow learners.

Academic Quality Enhancement: IQAC has focused on improving the quality of teaching, learning, and

assessment methods employed. It has promoted FDPs, STTPs to enhance pedagogical practices and promote effective use of technology.

Audits:

IQAC conducts internal academic audits regularly. It analyses it and remedy measures are designed immediately. It always aims to attain excellence in all areas

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

### 6.5.2

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions  | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website  | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

An empowered woman is a crucial pillar in constructing an educated society. At Darshan College, we are committed to educating and empowering every girl student by fostering confidence and providing equal opportunities. Our institution prioritizes not only the safety of women but also their active involvement in diverse activities. By nurturing a sense of courage and determination, we believe that women can become the architects of the future.

Gender equity initiatives at our institution are comprehensive and impactful. We organize orientation programs and activities that promote gender equity and inclusiveness. Our admission policy reflects this commitment by setting lower entry-level cut-off marks for female students, aiming to elevate women's higher education levels nationally. For the academic year 2023-24, female students constitute 47% of our enrolment. Leadership roles in the IQAC, NCC, and NSS, as well as in various clubs and associations, are equitably shared between male and female students. We ensure equal opportunities for all students in cultural, music, and sports training, as well as in conferences, internships, projects, and event organization. Notably, most of academic department heads or coordinators are women, and women faculty and staff equally hold administrative positions. Gender audits conducted by the Equal opportunity Cell help us assess and enhance the effectiveness of our gender equity policies.

The college has a designated Counselling Cell wherein the privacy of the student is safeguarded, and the student can seek counselling help regarding ragging, harassment, grievance or any other pertinent issues relating to his / her emotional well-being. We are conducting at least one and more than one gender sensitization programs per year, including webinars, workshops, and guest lectures. These initiatives aim to foster awareness and understanding of gender issues. We celebrate Women's Day and many more to acknowledge progress in gender equality and to energize our efforts toward women's empowerment. To realize the above-mentioned objectives, some of the program conducted by the cell are:

| Year    | Name Of the Program   |
|---------|---|
| 2019-20 | Awareness About Menstrual Hygiene, And PCOS   |
| 2020-21 | Program About Women's Safety On Trafficking, Sexual Abuse, Female Foeticide, Inequality |
| 2021-22 | Webinar On PCOD For Women   |
|         | Webinar On Prevention Of Gender Based Violence  |
| 2022-23 | Human Rights Day Elimination Of Violence  |

|         |  |
|---------|--|
| 2023-24 | Against Women And Women Empowerment.<br>Personality Development And Menstrual Hygiene”<br>For Female Students<br>Awareness Program On Laws Against Sexual<br>Harassment. |
|---------|--|

### Facilities Provided

#### Safety Measures:

To enhance security, the college has installed CCTV cameras at strategic locations, with 24/7 monitoring. Visitor access is restricted, and multi-tiered security protocols are in place to ensure safety.

#### Counselling Services:

We maintain a zero-tolerance policy towards gender bias and discrimination. Our on-campus counselling center offers a confidential space for students to voice their concerns and seek support.

#### Common Room and Health Facilities:

A dedicated common room is available for female students, and washrooms are equipped with sanitary vending machines to ensure comfort and hygiene etc.

In summary, Darshan College demonstrates a steadfast commitment to gender equity through its education, facilities, and activities. This dedication creates a comprehensive environment where women are not only educated but also empowered and nurtured. The college's ongoing efforts reflect its resolve to foster a vibrant community of empowered individuals.

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

### 7.1.2

#### The Institution has facilities and initiatives for

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

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

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |

### 7.1.3

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).   | <a href="#">View Document</a> |

### 7.1.4

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

**Response:**

The institution is dedicated to fostering an inclusive environment and embracing diverse cultures to promote unity in diversity. This commitment extends across all areas, from student enrollment and faculty recruitment to policy development.

- Admission process envisions an inclusive student community. Students across the state and country from all kinds of background are given equal opportunity during admissions.
- College encourages faculty representation from different socio-cultural backgrounds. Accordingly, the faculty members are appointed without any discrimination in terms of caste, creed, gender and physical disabilities.
- Various Cell ensures the harmony of students from diverse regions, class, religion, and caste, social and cultural backgrounds.
- Grievance Redressal Cell functions to endorse zero tolerance policy for any kind of harassment, ragging and discrimination.
- Some of the inclusive facilities for the students available are
  - Scholarships for all eligible students
  - Relaxation in cut off percentage as per University norms during admission
  - Special seating arrangement for different abled if required
  - Scribes for visually challenged during examination
  - Ramp/lift facility for differently abled (Divyagan) person
  - Language lab to improve communication skills
- Special books zone in the library to inculcate human values such as peace, forgiveness, equality and social justice on Swamy Vivekananda, Gautama Buddha, Dr. B. R. Ambedkar and Mahatma Gandhi.
- Swamy Vivekananda Jayanthi is observed to commemorate Swami Vivekananda birth anniversary wherein his ten commandments of self-discipline is orated for character building.

The institution engages in organizing activities to ingrain constitutional obligations: values, rights, duties and responsibilities of citizens to students ranging from curriculum lectures to awareness programs and voluntary activities.

- Constitution of India, a compulsory paper for UG programs develop deep understanding of fundamental rights and duties.
- Various Cells, NCC and NSS organizes awareness programs on legal literacy, drug abuse, human rights, community development regularly
- The flood relief fund collection was done in teach importance of giving to students.
- Independence day is celebrated to comprehend the sacrifices of freedom fighters
- Republic day is celebrated to applaud the enactment of constitution of India

Initiatives to create cultural, regional, linguistic, communal and socioeconomic harmony includes:

| Year    | Event Name       |
|---------|------------------|
| 2019-20 | Independence Day |

|         |  |
|---------|--|
|         | International Tigers Day Celebration                             |
|         | Flood Releif Fund Collection                                     |
|         | Workshop On The Relevance Of Gandhian Principles                 |
| 2020-21 | Constitution Day   |
|         | Independence Day   |
|         | Independence Day   |
|         | Kannada Rajyothsava  |
|         | Swami Vivekananda Jayanthi                                       |
|         | International Yoga Day   |
| 2021-22 | Tribute To General Bipin Rawat                                   |
|         | Anti-Terrorism Day   |
|         | Kannada Rajyothsava  |
|         | Constitution Day And Talents Day                                 |
|         | Women's Day  |
|         | Republic Day   |
| 2022-23 | Sadbhavana Diwas Celebration                                     |
|         | World Environment Day Program                                    |
|         | Yoga Day   |
|         | Har Ghar Tiranga Campaign  |
|         | Independence Day   |
|         | Swami Vivekananda Jayanthi                                       |
|         | Republic Day   |
|         | Yogathan-The Yoga Session With Many Yogasanas And Its Importance |
|         | Constitution Day   |
|         | Plastic Free Campaign  |
|         | Independence Day   |
|         | Kannada Rajyothsava  |
|         | Unity Day  |
|         | International Yoga Day   |
| 2023-24 | Republic Day   |

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Practice #1. Title of the Practice: Green initiatives

2. Objectives of the Practice: As an educational institution, DarshanCollege is aware of its duty to educate the youth on the importance of conserving the environment by encouraging the adoption of a sustainable lifestyle. It believes in setting an example for the students by adopting and encouraging a number of green initiatives.

3. The Context: The College is located in one of the prime areas of the city and draws upon the limited resources . Pressure on water resources , electricity and vehicular pollution are the issues plaguing the area. As a responsible servant of mother nature the College has taken steps to become an environmentally conscious space

4. The Practice: A holistic education is imperative to create socially responsible individuals. Higher education cannot limit itself to merely providing academic training. It is important that students are made aware of their duties and responsibilities towards society . Being sensitive and responsive to the environment is a trait that has to be inculcated in children at a young age in school and be reinforced at the level of higher education. To set an example and inspire all stakeholders to opt for environment friendly alternatives, The College has initiated the following practices :

- Solar energy: The College has installed rooftop solar panels .
- Rainwater harvesting: The College has created an infrastructure to facilitate rain water harvesting on a large scale. The green grounds around the College building allow the rainwater to percolate through the soil so that the deep water aquifer/underground water reserve gets replenished.
- Vermi-composting: The infrastructure for vermi-composting has been successfully installed on campus
- Saving paper: The College is consciously working towards reducing the use of paper by way of digitalization of documents and introduction of an e-academic management system which involves digital management of students' academic details including marks, attendance, etc. The College also encourages duplex printing and photocopying and recycles paper.



- Herbal garden: The College has also created a herbal garden and maintains medicinal trees. This initiative contributes to the expansion of the already green campus of Darshan College
- E-waste management: Repairing and recycling of laptops, computer hardware, projectors is encouraged and executed frequently. Some departments use overhauled computer peripherals and laptops as a part of this process. Disposal of unusable hardware is achieved through buy-back policies and the money is utilized to get new and upgraded equipment. There is also a disposal box for E-waste collection in the College.
  - Green Library. The students have a dedicated place in the garden where they can read books in the nature and connect with present

5. Evidence of Success: Each initiative undertaken by the College is a small step to contribute to the greater good of humankind. As it may be understood these initiatives take time to bring about significant changes, however the efforts are bearing fruit and gradual changes are becoming visible. As targeted, vermi-composting has been successfully implemented and the second batch of vermi-compost generated was sold to the stakeholders. • The e-academic management system and duplex printing has visibly reduced the use of paper in the College.

6. Problems Encountered and Resources Required: Financial constraints remain the biggest problem for expensive green initiatives . The College is attempting to raise funds for this through a number of channels. Educating the local community about green initiatives so that they too adopt adequate measures also remains a challenge, given that there are many commercial establishments and high rise buildings in the locality.

### **1. Title of the Practice**

**“Training & Placement –the need of the hour.”**

#### **Goal**

In the era of digitalization, students and parents, both, are equally concerned about the placement process of a college as their academic curriculum. One of the factors which makes the students career life successful is the set of placement practices adopted by the college. The goal of Training and Placement Cell is to bridge the gap between the stringent competition in the industry and talent available in the college. The Darshan College has a well fortified Training and Placement cell which takes care of all the training and placement related activities right from the admission of the student till they are onboard in their respective job.

#### **The Practice**

The cell assures logistic support to the visiting companies at every stage of the placement process by making the college infrastructure available to them. It plays a pivotal role in counseling and guiding the students for their successful career, which is a crucial interface between the stages of completion of academic program and their entry into the job market. The departments aim is to provide career guidance and placement opportunities to all students studying in the College. The departments aim is to provide career guidance and placement opportunities to all students studying in the College. The cell arranges and coordinates various programs that aim at moulding the students so as to meet the industry

expectations in their career building

### Evidence of Success

The college has taken the pride in excellent placement record since its establishment and the fact our students are alumnae who have coordinated for placement. The Industries visited for Placement are Bharthi AXA Life insurance, AXIS Bank, Calib HR, Labour NET, ALLSCE Technologies limited, ACCSYS .DOT Technology, Infosys, Pirmal Finance, 24/7 AI, HDB financial services, Accenture, ARMOR, Credit Access Capegemini, JPMORGAN MERCK, EOX Vontage, VALENTA, Reliance, MUthoot Finance Ltd, INDUSIND Bank, Bajaj Allianz, Impact Infotech Qness corp Spectrum Management, Bank Zone, Im Trust solution HDBFS HSBC Bank and SMSL limited

### Problems Encountered and Resources Required

The institution is working hard to reduce the gap between what the market demands and the knowledge level of the students. There are some challenges encountered by the college like time constraint, cost to the company, volatile nature of Industry, core company recruit in small numbers and few more. Interview time and company requirement sometimes clash with the University calendar. Webinar series on pre-placement training, online career guidance and experts talk on the digital platform has helped to overcome of the challenges and has reduced the industry academia gap which has helped to overcome some of the challenges and maximize the opportunities for the students

| File Description                                      | Document                      |
|---|-------------------------------|
| Any other relevant information                        | <a href="#">View Document</a> |
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

Darshan College Bangalore believes in around development and well being of its stake holders. To achieve this in linewith its vission and mission the society has envisaged various schemes .

The educational approach of Darshan College moves beyond the curriculum caring for the physical, emotional, and psychological well-being of its stakeholders. Through its student mentoring, financial support, employee welfare measures, mental health support and various other initiatives, the institution has always stood out to be a place that provides individual care and attention. This culture of care emanates from the institutional vision, mission, and core values.

The institution has consciously undertaken this approach sensing the motivational and psychological needs of its majority of students who are first-generation college learners from low-income families. To mitigate the financial challenges, motivational issues, and lack of adequate support from their families, the institution found the strategy of individual care to be the most productive.

The management set the example as the first step in this regard by providing all possible care and support to its faculty and staff who extend similar care to the students. Eventually, this culture has permeated to all the institutional initiatives including extension activities and become a strong institutional culture. This has fostered compassion and empathy in its stakeholders who have deeply integrated the institutional values.

## **Students Care**

### ***Financial***

- During the accreditation period, the institution provided various student scholarships benefitting 971 students in the following categories:
  - o Financial aid scholarships for students from SC/ST and other low-income families.
  - o Freeships for students facing extreme financial challenges.
  - o Merit scholarships to motivate meritorious students.
  - o Sports scholarships.
- Provision to pay the fee in instalments and extended time for the same.
- Providing support for students to avail of government and non-government scholarships through the Minority Cell and the services of an exclusive scholarship officer.

### ***Academic***

- Academic counselling by experts is provided during admissions to help students choose the right programme.
- Bridge courses, revisions, remedial, and advanced learner programs are conducted to enhance students' academic performance.
- Free laptop renting facility for students who cannot afford a laptop.
- Book Bank facility for economically challenged students to borrow textbooks from the library for the whole semester.
- Add on and certificate programs, internships, interactive lectures, workshops, and seminars to complement the university curriculum.

### ***Psychological***

- Life Skills Development Program with focus on emotional intelligence is conducted to enable students to face difficult life situations.
- Robust mentoring and psychological counselling support is provided.

## **2. For Faculty & Staff**

### ***Financial***

- Interest free personal loan and salary advances.
- Subsidized education of children of the employees who study in any St. Claret Educational institution.
- Good annual salary increments for employees. Faculty clearing NET, SET, or completing PhD also receive additional salary increment.
- Employees receive monetary gift while getting married.
- During Covid-19, when most educational institutions had either salary deduction or deferred payment,

the institution paid full salary on time to all its employees.

### ***Health and Wellbeing***

- Employee group health insurance is initiated to protect employees from unexpected and high medical costs. Additionally, when medical expenses exceed the insurance, the management extends its support.
- Six months' leave with full pay for maternity and one week for paternity is provided. Employees have vacation leave after each semester and a Christmas break to rest and rejuvenate.
- Regular health checks up is organised.
- The institution organises social gathering every month and staff picnic every year to have fun and to encourage positive workplace relationships. Employee birthdays are celebrated every month to appreciate their contributions to the institution.

### ***Professional Growth***

- Faculty members participating in Conferences, Seminars, FDPs and Online courses, receive reimbursement of registration/ course fee and travel expenses.
- The institution takes care of personal membership fee of employees in government recognised organisations.
- Special Casual Leaves are granted to faculty who pursue higher degrees such as Ph.D./Post-Doctoral studies and those who attend seminars, conferences, and faculty development programmes.
- Research grant is provided to faculty who take up major, minor projects. Further, faculty who publish research work in Scopus or UGC approved journals receive financial incentives.

### **For Alumni**

The institution helps its alumni by providing job opportunities for them in the college and in other organizations through the college placement cell.

### **4. For Community**

The institution's care is extended to the neighbourhood community through its extension programmes. Several outreach programmes are organized by college for Community Development, departments, clubs, and associations.

- Under Unnat Bharath Abhiyan, five villages have been adopted and community development programs have been organized.
- During disasters floods, the institution immediately extended help by collecting and sending supplies to the affected.
- Blood donation, eye check-up, cancer awareness, Swachh Bharath awareness drives are conducted on many occasions for the development of the neighbourhood.

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

## 5. CONCLUSION

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### **Additional Information :**

Darshan college is a minority institution with objectives of serving the nation with quality education to all sectors of society. It evaluates its teaching learning process periodically there by adapats and adopts new technology wherever it is necessary. The institution believes in holistic development of the students . With this is in mind it constantly inetacts with industry academia and institute and understands the gap between education the other sector. To fill this gap it conducts various add on programs,skill development programs and capacity building programs. The instuition also beleives in enhancing the knowledge of faculty memebers with new generation topics. The IQAC conducts various FDP ,LDP and SDP for faculty and staff members. Additionally, the institution actively organizes and participates in various community engagement and extension activities as part of Institutional Social Responsibility (ISR).The institution believes that achieving these multifaceted approaches shall pay a way to march towards Excellence resulting in realizing the vision of building a knowledge society at large

### **Concluding Remarks :**

Darshan college endeavours to carry forward the spirit and vision of the Society by providing a vibrant academic ambience and conducive atmosphere to nurture young minds.The institution envisions to achieve the planned objectives in a structured and phased manner with emphasis on quality of education and service, relevant to the evolving times. Enthusiastic, dedicated, experienced and qualified faculty are hand-picked and groomed by the institution to nurture students' potential. The institution believes in inclusive value based approach and has generated many of intellectually sound, professionally skilled and capable young individuals ready to face the real world. The journey continues-----

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :37</p> <p>Remark : DVV has rechecked and exclude the courses self defense, emotional intelligence, emergency care etc. and made changes as per clarification.</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.2     | <p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>435</td> <td>405</td> <td>371</td> <td>318</td> <td>244</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>373</td> <td>295</td> <td>201</td> <td>295</td> <td>168</td> </tr> </tbody> </table> <p>Remark : DVV has reverified and made changes as per 1.2.1</p> | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 435 | 405 | 371 | 318 | 244 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 373 | 295 | 201 | 295 | 168 |
| 2023-24   | 2022-23  | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 435       | 405  | 371     | 318     | 244     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2023-24   | 2022-23  | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 373       | 295  | 201     | 295     | 168     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.2     | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>146</td> <td>128</td> <td>135</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>181</td> <td>145</td> <td>124</td> <td>134</td> <td>106</td> </tr> </tbody> </table>   | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 185 | 146 | 128 | 135 | 110 | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 181 | 145 | 124 | 134 | 106 |
| 2023-24   | 2022-23  | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 185       | 146  | 128     | 135     | 110     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2023-24   | 2022-23  | 2021-22 | 2020-21 | 2019-20 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 181       | 145  | 124     | 134     | 106     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 185     | 146     | 128     | 135     | 110     |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 181     | 145     | 124     | 134     | 106     |

Remark : In this Metric DVV has considered only reserved categories (SC, ST, OBC etc.)

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0.2     | 0.2     | 0       | 0       |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : DVV has made changes as per review comments.

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 1       | 0       |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

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

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 7       | 1       | 2       | 0       | 4       |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

Remark : DVV has rechecked and made changes as per the shared report.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 15      | 10      | 9       | 4       | 11      |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 08      | 08      | 06      | 01      | 06      |

Remark : DVV has rechecked and made necessary changes.

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

Answer before DVV Verification :

Answer After DVV Verification :15

Remark : DVV has reverified and considered the active MOUs.

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



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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 51.36   | 40.58   | 16.22   | 7.18    | 11.65   |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 51.03   | 39.41   | 15.87   | 6.95    | 11.50   |

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

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 309     | 299     | 276     | 251     | 189     |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

Remark : "No sanction letter been provided" Hence DVV has made changes accordingly.

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

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 52      | 87      | 66      | 26      | 31      |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |    |    |    |
|----|----|----|----|----|
| 52 | 87 | 66 | 26 | 31 |
|----|----|----|----|----|

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

Answer before DVV Verification:

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73      | 126     | 95      | 56      | 69      |

Answer After DVV Verification :

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 73      | 117     | 89      | 56      | 69      |

Remark : In 5.2.1.2 DVV has considered as per 2.6.3.1 as per SOP.

**2.Extended Profile Deviations**

**Extended Profile Deviations**

No Deviations