

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT FIRST GRADE COLLEGE BHALKI

OPP. BKIT ENGINEERING COLLEGE, HUMNABAD ROAD, BESIDE IDGA
MAIDAN, BHALKI, BIDAR DIST.-585328

585328

www.gfgc.kar.nic.in/bhalki

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government First Grade College Bhalki was started in the year 2007 on premises of Government Pre-University College. At present it has its own building and located at outskirts of Bhalki, opposite to BKIT Engineering College near Idga Maidan. Its sole aim is to provide higher education to rural and needy people. It empowers rural youth motivating with tasks to be competitive in this modern world. It helps them to develop economically & socially by making themselves befitting in the modern competition and self-confident.

Our college is growing since 2007. The student's strength is gradually increasing. Initially we have only 50 students but now more than 500 students are studying in our college. We have University **Rank (X)** in Arts stream and University Blues in sports.

Our College has experience and dedicated teachers. Some of teachers are Writers, Doctor of Philosophers, Master of Philosophers; they have been published their research work in form of books and more than 100 articles in reputed Journals & conference proceedings.

Our college provides Education in Arts, Commerce, Science and Management. Shortly we are planning to introduce Post Graduate courses in our college. We have different types of Scholarships, Co-curricular activities like NSS, Scout and Guides, Red Cross and Heritage Club.

Our College has good library with fulltime librarian, and from this academic year standard Journals are subscribed for the benefits of students and teaching faculties.

Vision

Empowerment of rural youths of all sections of society through Higher Education.

Mission

To Impart quality Higher Education by adopting innovative methods to the aspirants in conducive academic environment by providing all the facilities they need for their smooth, effective and meaningful learning and giving them ample opportunities for their personality development with a focus on holistic approach and stimulate them to develop requisite qualities and competencies in a right spirit with a desire either to meet the changing requirements of the competitive global job markets or to be a successful entrepreneur to excel in life and become great achievers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- It is located in the ideal place and good for studies.

- Has many feeding institutions in and around Bhalki taluka and attracts students from all sections of society through quality and innovative teaching methods.
- Good and effective leadership and the most efficient, honest and students friendly administrative staff.
- A band of qualified, competent and committed teaching staff.
- Academic ambience on the college campus and eco-friendly environment for teaching learning.
- Students are the real strength as many of them belong to first generation learners and are most obedient hard working and determined to achieve goal with indomitable will.
- Adequate sports facilities for indoor and outdoor games.
- Various units like NSS, Scout and Guides, and Red Cross are active in our College.
- A well-stocked library and a good information Centre with senior most librarian.
- Well-equipped physics and computer labs with all facilities.
- Eagerness of teachers to keep themselves abreast of changes-that take place in the field of higher education and inspire students to follow the same.
- Has its own identity in the form of attractive and beautiful permanent structure of the building with spacious class rooms with all facilities and adequate ventilations.
- Use of ICT facilities in teaching learning.
- Availability of basic facilities such as pure drinking water, rest rooms etc.
- Spacious and well equipped class rooms.
- Financial and other benefits to the students.

Institutional Weakness

- High dropout rates.
- Inadequate teaching and non-teaching staff
- Frequent transfer of staff.
- Students are very weak in language and communication skills as they come from villages.
- Non-availability of industrial undertaking, commercial establishment etc. for absorption of graduates.

Institutional Opportunity

- Wider option to students in choosing any programme / combination according to their interest and abilities.
- Girls are exempt from payment of tuition fees.
- Remedial coaching for slow learners and weaker students.
- Affordable cost of education as the minimum fees structure being fixed by the government.
- Free-accessibility of library resources to the internal stakeholder.
- Hostel facilities to poor and destitute students through social welfare department.
- Academic, personal, career and psycho-social counseling services through trained staff.
- Financial assistance for SC/ ST, minority, economically backward, differently abled and meritorious students from government and other agencies.
- Grooming of leadership among students at various levels.
- Personality development and enrichment programme for students through curricular, extra-curricular, outreach and other social activities.
- Coaching classes for various competitive exams.

Institutional Challenge

- Placement of graduates through campus selection.
- Progression of students to higher education.
- Introduction of PG courses.
- Will become research Centre.
- Can be recognized as college with potential for excellence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular activity has been given more importance since it is a core activity of the college. The institute is getting upgraded by itself in course of time with regard to performing varied curricular activities. Presently the college offers four under graduate courses in Arts, Commerce, Management and Science disciplines. Different combinations are offered to students in Arts. So, the students are having wide choice in selecting any combination of their interest. In science PMCS combination is offered to science aspirants. Commerce and management courses are market oriented. These courses enable students to learn both knowledge and skills most suitable for present dynamic job markets. New class rooms are being added with the construction of first floor. The institute will diversify curricular activities soon by starting new combinations in Arts and Science. It is proposed to offer Certificate / Diploma courses to the local aspirants in future. The institute also intends to start PG course in Commerce. The college is dependant on affiliating university for curricular planning. The university designs and develops curriculum for each programme and the same is followed by college by adding some more vital components for curricular enrichment. Senior teachers of the college contribute in designing and development of curriculum by giving suggestions and ideas to BOS. The institute has taken initiatives for effective curriculum delivery and integrates cross cutting issues relevant to Gender, Environment and sustainability, Human values and professional ethics. Feedback is obtained, analyzed and used for further improvement.

Teaching-learning and Evaluation

Admission of students shall be made as per the guidelines and calendar of events issued by the university. The institute is catering to diverse needs of students by providing all facilities they need. The students of diverse nature like slow learners, reluctant learners and advance learners will be classified by the concerned teachers after the commencement of the programme. The knowledge of enrolled students will be assessed through interview at the time of the admission and interaction with them subsequently. Special attention will be paid to slow learners to improve their grasping power through remedial and coaching classes. Advanced learners are further encouraged to attend workshops and seminars along with teachers. Gradually the teaching, learning and evaluation process improved a lot over the years. It is being strengthened from time to time with increase in all facilities that are needed like, physical, human, financial and technical and optimum use of these facilities by teachers and students. The institute has a few teachers with Ph.D., M.Phil. qualifications and also the experienced teachers who are committed to improve the performance of the students. A set of skills are imparted to students and nurture critical thinking, scientific temper and creativity among them that would transfer them into lifelong learners and innovators. The activities carried out by the institution are student centric for ensuring better learning experiences through various means. The institute always adheres to academic calendar for the conduct of CIE. The learning outcomes are determined and communicated to all

stakeholders.

Research, Innovations and Extension

The institute has realized the significance of research and innovation in higher education and given due importance to such relevant issues although it offers only UG courses. It adopts holistic approach and is aimed at and strives for all round development of the personality of students by orienting them towards research, innovation and even extension activities. The learners are exposed successfully beyond class room learning to take up research projects and do innovations to acquire new practical knowledge and sharpen and update their skills. Some of our teachers have already completed research work and were awarded Doctoral and M.Phil degrees. Their knowledge, expertise and experiences on research have been utilized for promotion of research temper and culture and among students. The course and syllabus contents were redesigned and restructured under semester system by stressing upon the various concepts of research like scientific, socio - economic, industrial, commercial etc., the present curriculum is research and skill oriented and have social and economic relevance. Some of our teachers wrote articles and got them published in reputed journals and were given ISBN / ISSN numbers. Besides one of our teachers has written books in vernacular language and same were published. The NSS unit in the college has been proactive and organizing umpteen numbers of extension, outreach, and social activities to render valuable services to the nearby community.

Infrastructure and Learning Resources

The erstwhile Government First Grade College, Bhalki was started in 2007 without a building of its own. The classes were held in the old Government building in the heart of the town. The Government constructed a separate building for college and it was shifted to present building in 2015. Now, the college has its own physical identity with a beautiful permanent structure being located in outskirts of the town in eco-friendly environment. The building has been extended by constructing first floor from the grants given by HKDB. The college has a computer lab with internet facility, physics laboratory, increased facilities in physical education department for students to play games. ICT facilities are made available for teaching-learning in computer lab which have been developed and upgraded every time if need arises. The learning resources in library have been augmented by adding wide range of text books, latest editions, new titles, reference books written by standard authors and subscription to national journals. The library is user friendly motivating students and staff to visit library frequently and use the resources. The feedback obtained from users of library resources is analyzed and used for further improvement of services. The automation of administrative office has begun and it is in progress. The office is well equipped with computers with internet facility, printers, Xerox machine and fax. It ensures allocation and utilization of available financial resources for maintenance and upkeep of facilities such as building, furnitures, equipments, computers etc.

Student Support and Progression

Ours is a reputed college in mofussil area with unique features among all affiliated colleges of university. So, it attracts large number of students from the lower strata of the society. The students seeking admission to this college are from diverse socio-economic background. The information regarding admission policy, procedure and criteria is communicated to prospective students through advertisement in local newspapers, display on notice board and the members of admission committee. The fee structure adopted by the college is minimum and affordable. The Government has liberalized higher education by fixing lower amount of fees, giving

concession and exemption in order to increase GER. Special attention is paid to students from disadvantaged section of society. Students from SC/ST, OBC and economically weaker sections receive scholarships from Government, minority commission and NGO's. The placement cell is in place to give better career guidance and support to students in getting suitable job according to their abilities. It trains students in employable skills. The Cell conducts workshops and organizes skill development programmes such as spoken English, computer literature, job skills, interview skills, interpersonal skills for students. Counseling services are also being provided to the needy students by the trained staff. Progression of students to higher education is quite satisfactory. Student's council is active and academic and administrative committees have student's representatives.

Governance, Leadership and Management

This institute has been in existence for more than a decade catering to higher educational needs of students of less privileged and disadvantaged sections of society. It is meant to give social justice, ensure equity, empowerment of downtrodden people especially women through quality and value based higher education in all streams. So, it is aimed at TQM by good governance and effective leadership. The institute has a great vision for future and has been trying to achieve an excellence of high order by constantly improving the quality of educational services. The vision, mission and goals and objectives of the institution are clearly stated in the preamble and are brought to the notice of all stakeholders. The mission statement defines the role of the institution in addressing the needs of society as well as students it would seek to serve by focusing on value orientation.

The institute is under the administrative control of DCE and academic control by Gulbarga University. The activities of the college are governed and monitored regularly by higher officers of DCE. The institution is run by democratic principles and participative management. All are involved by the principal in designing and implementing quality policy and plans. The committee form of organization is in practice. Grants given by the Government have been utilized strictly as per the guidelines and ensured transparency. Accounts are maintained meticulously which are again subject to internal and external audit.

Institutional Values and Best Practices

The Govt. took initiative to establish this institute in this region in order to provide quality and value based higher education to rural youths at an affordable cost. So, ours is a premier institution of higher learning being located in mofussil area serving the noble cause of education to the students hailing from diverse socio-economic background. The primary objective of this practice is to promote uniformity, equality, a feeling of oneness and unity among learners by adopting dress code to all students.

Ours is a potential institution of higher learning in rural area. It has been fulfilling the desires and aspirations of socially and economically deprived students from this locality by inculcating basic human values while teaching curriculum and adopting best practices. Much importance has been given to promotion of healthy environment on college campus. As a result there has been a very good academic environment on the campus which has positive impact on the functioning of the college. New pedagogy has been adopted by teachers to improve student learning. Teachers are inquisitive in nature and would always like to change the method of teaching so frequently which they acquire through training and attending seminars and workshops for the sake of students in order to enable them to learn in a better way. Students are sensitized and exposed to new areas of study and enrich their knowledge and experiences with innovative ideas and concepts by the sincere efforts of

teachers. Learning is made enjoyable by students by adopting best practices.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Government First Grade College Bhalki
Address	Opp. BKIT Engineering College, Humnabad Road, Beside Idga Maidan, Bhalki, Bidar Dist.-585328
City	Bhalki
State	Karnataka
Pin	585328
Website	www.gfgc.kar.nic.in/bhalki

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mallikarjun T Kamble	08484-261865	9741395813	08484-8484261865	gfgcbhalki@gmail.com
IQAC Coordinator	Ayesha Sultan	-	8892327833	-	ayasha10.as@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	27-04-2007

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

State	University name	Document
Karnataka	Gulbarga University	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	28-11-2017
12B of UGC	

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Opp. BKIT Engineering College, Humnabad Road, Beside Idga Maidan, Bhalki, Bidar Dist.-585328	Urban	3	1100

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	PUC	English + Kannada	360	196
UG	BSc,Science	36	PUC	English	180	142
UG	BCom,Commerce	36	PUC	English + Kannada	180	151
UG	BBM,Management	36	PUC	English	90	0

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				1				17			
Recruited	0	0	0	0	1	0	0	1	11	5	0	16
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	1	0	0	1
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	1	0	0	8	3	0	12
PG	0	0	0	1	0	0	11	5	0	17

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	12		3		15

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	185	4	0
	Female	296	4	0	0	300
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	107	112	91	86
	Female	117	116	90	73
	Others	0	0	0	0
ST	Male	32	30	31	17
	Female	59	48	40	31
	Others	0	0	0	0
OBC	Male	83	101	97	88
	Female	194	176	167	151
	Others	0	0	0	0
General	Male	0	2	3	1
	Female	2	14	7	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		594	599	526	450

3. Extended Profile

3.1 Programme

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

Response : 4

Number of self-financed Programmes offered by college

Response : 0

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

Response : 0

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
594	599	526	450	379

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

2016-17	2015-16	2014-15	2013-14	2012-13
405	405	405	405	405

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

2016-17	2015-16	2014-15	2013-14	2012-13
203	158	132	128	68

Total number of outgoing / final year students

Response : 689

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
39	33	33	36	45

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	17	17	17	20

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	17	17	17	20

Total experience of full-time teachers**Response : 133****Number of full time teachers worked in the institution during the last 5 years****Response : 17****3.4 Institution****Total number of classrooms and seminar halls****Response : 9****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
12.64	14.14	4.41	8.81	1.49

Number of computers**Response : 26**

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

Response : 0.19645

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

Response : 0.01762

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Since the Institution is an affiliated one the curriculum prescribed by the university has to be followed. The Institution is committed to innovation and has quest for excellence. In this background, it would always focus on achieving curriculum objectives that necessitates the need to take initiative for effective curriculum delivery and transactions on the curriculum provided by the affiliating university. So, many initiatives have been taken for the purpose of curriculum delivery effectively and efficiently and also make sure that the transactions occur in a logical and sequential manner as per the schedule. The College has to its credit a band of qualified, competent and committed teaching fraternity rendering services having no regard to self in the process of effective curriculum delivery. Information technology is being applied in the process. Teachers participate in FDP, ETP and HRDP regularly, which enable them to update and enrich their knowledge and develop new teaching skills. The Principal will convene a staff meeting at the beginning of the academic session with a clear and specific agenda to be discussed widely to prepare academic planning for the effective curriculum delivery. Teachers are allowed to express their views freely and good suggestions given by them are accepted with one voice and documented. More discussion will take place in the meeting about preparation of over all working time table of the college, departmental and individual time table, teaching plan to be prepared by every teacher on each subject to be taught, action plans of the each department, students attendance, conduct of tests, evaluation schedule and assignment, work done diary to be maintained by every teacher and the like. Apart from this other activities of the college proposed by the principal in consultation with the IQAC and senior faculty of the college such as EC and CC, Extension Social, Red cross, NSS, Cultural, Scouts and Guides and other related activities which are complimentary and will lead to effective curriculum delivery will also be discussed at length and documented neatly. The proceedings of meetings will be recorded and out of which plan of actions will also be prepared and notified for the information of students. The teachers will also be informed to follow what has been discussed in the meeting to make sure that the curriculum will be delivered effectively to the expectations of students. The principal would then take up follow up action to see that everything will be done as per the plan. The IQAC will monitor the same throughout the academic session.

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document
Minutes of relevant Academic Council/BOS meetings	View Document

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

Response: 50.56

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

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

File Description	Document
Any additional information	View Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 0

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

File Description	Document
Details of the new courses introduced	View Document

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

Response: 0

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

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 4.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
42	40	45	0	0

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

1.3 Curriculum Enrichment

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

Response:

The Institute has made efforts to enrich curriculum with a new concepts. It has been modified to the extent possible in order to integrate the cross cutting issues such as Gender, Environment, Human Rights etc., Teachers have been trained profusely to expose students and create an awareness among them about these issues. Teachers empower and equip themselves to address these issues while teaching curriculum. Ours is a co-education college having 70% of girl students. A women cell has been in place. The cell organizes many programmes for women and provide useful tips to them. The gender issue is taught to the students not only in class room while dealing with curriculum and even outside, Gender, Environment and sustainability, Human values and Professional Ethics are virtually made a part of curriculum in our college. These issues are inculcated to the students regularly by organizing events, conducting programmes, holding academic sessions, seminars, workshops for students through IQAC Teachers Council, Cultural Council, Women Cell, NSS unit, Red Cross unit, Scouts and Guides unit. The services of NGO,s are also enlisted to guide the wards frequently on the above topics in general and their studies and future in particular. Our teachers impart the issues related to the professional ethics among students day in and day out. It has become an order of the day in our college. It is imperative for students to have professional ethical standards. Teachers focus mainly on moulding the behavior and attitude of students and gradually persuade them to inherit ethical standards. Equity, obedience, Hard work, Sense of time and responsibility,

Mutual help and understanding, discipline, loyalty, respect to elders, competitive spirit, Voluntary involvement in Social Service are taught to the students through curriculum coherently. Environmental Studies, Indian Constitution and Computer Fundamentals have been prescribed by the university as compulsory papers to be studied by the students of all courses. An awareness is being created among students that unless they have the human qualities in them their learning will be incomplete.

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

Response: 2

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

Response: 2

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 3.37

1.3.3.1 Number of students undertaking field projects or internships

Response: 20

File Description	Document
Any additional information	View Document
Institutional data in prescribed format	View Document
List of students enrolled	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 2.25

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	11	23	7

File Description	Document
Institutional data in prescribed format	View Document
List of students (other states and countries)	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
594	599	526	450	379

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

2016-17	2015-16	2014-15	2013-14	2012-13
594	599	526	450	379

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
405	405	405	405	405

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

It is quiet natural that there are advanced learners in each programme. The concerned teachers keep on observing the behavior of students after the commencement of the programme. The advanced learners will be identified on the basis of performance of the students in tests, seminars, assignments, skill development programme, group discussion, interaction of students with peer group and teachers. The teachers take an extra care of these students because they are the laurels of the institution. Ample opportunities are provided to advance learners for their academic development. There are fast learners and will be able to grasp everything at once. Teachers always motivate them to do seminars regularly, become team leaders, organize events for other students and conduct programmes independently under the stewardship of concerned faculty, acts as anchors in programmes and functions on and off the campus will allow them to meet prominent persons in the locality and fix guests for college functions, invite resource persons and experts for special lectures, seminars, workshops and routine activities of the college and help them to manage the whole sessions and events. Such advance learners are also encouraged to take up small projects pertaining to their syllabus content and prepare and submit project reports, conduct Social-Economic, Environmental, Health and hygienic surveys when they are in NSS special camp in villages and on other occasions and submit the result of survey to the Government authorities for necessary action. These are the ways by which advance learners are further exposed to higher learning and made as role models for slow learners at the college level and nurture ambition to go for higher education. Large number of students studying in this college are first generation learners and naturally they appear to be slow learners. There is a wide knowledge gap between what they have studied earlier and the course to which they are enrolled. This gap needs to be filled up if they have to continue their education. The needs of these slow learners have been taken care of by the staff of the college. So, special lectures, programmes, sessions are held exclusively for them to inculcate the basic knowledge, Social etiquette and change their attitude and behavior towards learning. Brain storming and practical sessions are conducted to increase their confidence level. Slow learners are mixed up with advance learners to follow them and learn

gradually to improve their learning capabilities.

2.2.2 Student - Full time teacher ratio

Response: 33

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.34

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	View Document

2.3 Teaching- Learning Process

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

Response:

Sincere efforts have been made by the institute to develop and use students centric methods over a period of time to ensure students learning experiences. The pedagogy is undergoing change. The process of teaching and learning has changed from the traditional method of chalk and talk which is confined to the class rooms to innovative methods in which the students can be involved and exposed to feel experiential learning, participative learning and problems solving methodologies to have better learning experiences. The methods adopted are flexible enough to be changed from time to time to involve students so effectively in and outside the class rooms and enable them to learn practical knowledge through their participation and instill confidence in solving problems. Teachers train students with practical knowledge and develop learning skills in them. Many committees are constituted involving students to carry out innovative activities. The students do participate in them and learn in a novel way. In all activities such as academic, cultural, physical, extension, social, NSS, project work and the like in which the students are assigned different roles to exhibit their talents to have unique learning experiences. Students take part in debate, peer team discussion, Quiz programmes, brain storming sessions and so on and so forth. At the same time all departments in the college employ various methods of students centric by which the students can learn interpersonal, communicative, language and life skills. The placement Cell conducts mock interview for all final year students and prepare them to face the real

interviews in future. Commerce students are taken on Factory visit, visit to Banks, Insurance companies and Hospitals and will be trained in marketing of these services. Science students learn by conducting experiments on their own under the guidance of faculty, Arts faculty Visit Historical places and Monuments under the banner of Heritage Club. The department of Computer Science engage students to develop new simple software.

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

Response: 27.78

2.3.2.1 Number of teachers using ICT

Response: 5

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

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

Response: 39.6

2.3.3.1 Number of mentors

Response: 15

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

2.3.4 Innovation and creativity in teaching-learning

Response:

One of the Chief objectives of our Institution is to nurture critical thinking, innovation, creativity in teaching and learning and develop scientific temper among students to transform them into lifelong learners and innovators. By nature, the students are very creative though they belong to the first generation learners. We as teachers and mentors provide right platform to the students to innovate new things, concepts, ideas, and cartoons. Students are encouraged to conceptualize their ideas and express them in words, charts, diagrams, images, drawings, figures etc. Language departments stimulate students to prepare creative wall magazine, to do paintings, drawings, prepare images of great personalities, statesmen, Artists, Scientists, Philanthropists etc.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 19.03

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

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

File Description	Document
Any additional information	View Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience of full time teachers in number of years

Response: 7.39

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

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

Response: 22.47

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

Honest efforts have been made by the institution to bring about changes in the internal evaluation system. In this college, the evaluation system has been reformed internally from time to time keeping the interest of students and the present day situations in the arena of higher education. It is made a continuous process which happens then and there itself to assess the level of understanding and grasping capabilities of students. All students are assigned assignments, topics for seminars, made team leaders on rotation basis, questions on skill development, set of questions to build answers on their own and a host of other meaningful activities and the same will be evaluated by the concerned faculty. The performance of students is measured through continuous internal evaluation and the result of which is brought to the notice of students with suggestions for further improvement. Teachers also evaluate students orally either in class or in department with ideal tips to enhance the quality of teaching and learning. Oral evaluation has lasting positive impact in the mind of students.

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

The institution adopts transparent mechanisms for internal assessment of students in terms of robust and variety. The internal assessment of students begins at the entry level and continues to be there till they become graduates. This will go on uninterruptly as per the pre-determined schedule. All departments conduct several activities for the overall academic development of students. Teachers encourage students to participate in all activities actively and they would be assessed to find out their level of performance. Tests are held abruptly to check their memory power. Students are selected, given topics and asked to do seminar and will be watched to know how they can deliver. In the class the students are asked questions on the topic covered to examine whether they could understand or not. Sports events are organized after the class hours for students to verify whether they show interest in participation. Cultural competitions like debate, essay writing, singing, drawing etc are conducted for students and their performance would be judged. The institution popularizes the concept of sound mind in a sound body to the students. Students are trained in analytical and reasoning skills when they make presentation before select audience. The institution is conducting internal assessment of students vigorously in a transparent manner so as to ensure that the students become stronger morally, academically and physically not just to face the examinations but any competition in future.

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

Examination related grievances are quite common. But there has been an efficient inbuilt mechanism in the college to deal with such grievances as early as possible. It is the institutional responsibility to redress the grievances of students then and there itself. The institution has set up a student's grievances redressal cell and also appointed students welfare officer for the same purpose. This apart, concerned HOD, faculty and even examination clerk deal with such cases if the situation demands. The cell, SWO and faculties are always students friendly and available to the students during the stipulated working hours of the college. Without any hesitation the students can approach any of the authorities mentioned above and record their complaints. On receipt of complaints from students the authority look into it and will get the necessary details, settle the cases and the same will be intimated to the students. Grievances related to examination are of two types, one is related to internal examination and the other one is related to external university examination. Grievances of internal exam can be attended immediately since the details are available in the college. Whereas the grievances of external exam takes some time since it can be referred to the university. Our staff can solve many problems of students on the spot except those which are referred to the university. A suggestion box is also kept at the entrance of the college to which the students can drop in suggestions / complaints and the same shall be attended promptly. It has been the usual practice in this Institute to redress all exam related grievances within a reasonable time which has led to the students satisfaction.

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

Response:

The Institution is to adhere to the academic calendar for conduct of continuous internal evaluation systematically. It is planned and executed as per the academic calendar prepared in advance. All Departments and academic committees prepare action plans and the same would be reflected in the calendar of events. The institution prepares its own academic calendar. It is planned and prepared at the beginning of each academic year. The academic calendar for the institution is prepared on the basis of the calendar of events announced by the affiliating university. As the institution follows the semester system at UG level the calendar of events will be prepared according to the requirements of semester system. While preparing of calendar of events the number of working days, teaching days, and government holidays will be taken into consideration. The events to be included in the calendar are discussed at length in staff meeting convened by the Principal to which the students representatives are also invited. Once the calendar of events is finalized it is brought to the notice of all staff members and students. The calendar of events is the most flexible one. It is likely to be revised if the university revises its calendar of events.

2.6 Student Performance and Learning Outcomes**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The Institution has been offering four programmes in Arts, Commerce, Management and Science ever since, its inception in 2007. The University has a long list of programmes with identified PO, PSO and CO for all programmes which are made applicable to the affiliated colleges. PO's, PSO's and CO's of all programmes offered by the Institution are further simplified and expressed point by point in lucid language which are quite understandable for all stakeholders, especially the wards and teachers. Complete understanding of above outcomes by student and staff will definitely lead to wonderful achievements and yield good results. As the major section of students belong to first generation learners, wherever possible the outcomes will be described in simple, vernacular language. Various mechanisms are being used to communicate the outcomes of all programmes to teachers and students. All internal stakeholders would be reminded of it from time to time on many occasions so as to make them to be alert to achieve high level of performance. The aim of the Institution would be to grooming of students to become good citizens of tomorrow. The College is aimed at to bring out the graduate of excellence, competence, good character and integrity.

Mechanism of Communication:

- Display on the College notice board.
- Hosting on the College website.
- Informing teachers in the staff meeting convened by the Principal.
- Announcement to students on different platforms at the time of conducting programmes.
- Bring it to the notice of all students in the students assembly.
- Giving information to students and parents at the time of admission.
- Oral communication to students if they happen to meet any staff member

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

Response:

The PO's, PSO's and CO's are brought to the notice of all stakeholders very clearly especially the students and teachers through various means of communication. The vision of Institute is to achieve desired outcomes by providing all required resources and support system to teaching and learning and creating pleasant academic environment. The evaluation of PO's, PSO's and CO's is made mandatory to all teachers in particular and departments in general in order to measure the level of performance. Each teacher has been fixed individual responsibility to be discharged to attain specific level of performance. The evaluation will take place in each semester end when the result are announced by affiliating University. All faculties in the department review the results subject wise, class wise and course wise to get the facts and figures regarding students achievements. The results are then analyzed by the department collectively to ascertain the level of achievement and quality of performance and the same is provided to the Principal for further analysis. A staff meeting would be convened by the Principal to have discussion over the result of each subject, course and department to measure the overall achievement level of the Institution. The outcomes evaluated will be compared with the result of previous year. The Principal will seek suggestions from teachers and take necessary steps to improve the quality of performance.

2.6.3 Average pass percentage of Students

Response: 64.76

2.6.3.1 Total number of final year students who passed the university examination

Response: 441

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

Response: 681

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of project and grant details	View Document

3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The college is located in a ideal place, which has a good environment for higher studies and research. In view of this creation of Eco-system is indeed invaluable for academic progress of the Institution. The Institution has realized the significance of creation of Eco-system for innovations for creation and transfer of knowledge including incubation to students. An incubation center is yet to be set up but all internal stakeholders have been sensitized to such issues day in and day out and encouraging them to make

innovations to create and develop new ideas to enrich and enhance their knowledge by conducting survey/enquiry/research and developing collaboration with outside agencies. Teachers inculcate scientific temper, enquiry, spirit and culture among students while teaching the curriculum and inspire them to innovate for creation and transfer of knowledge among themselves. Students are not always confined to the textual learning in class rooms but exposed to outer world to engage them in innovative activities to acquire more knowledge by utilizing the services of resource persons and experts in the college and even outside in the locality

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

Response: 0

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

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

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last

five years

Response: 0.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	5	9	16	4

File Description

Document

List of research papers by title, author, department, name and year of publication

[View Document](#)

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

Response: 1.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	9	4

File Description

Document

List books and chapters in edited volumes / books published

[View Document](#)

Any additional information

[View Document](#)

3.4 Extension Activities

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

Response:

One of the main objective of this Institute is holistic development of students so as to make them to be perfect graduates and responsible citizens. In this very background more impetus has been given to conduct extension activities in the neighborhood community to sensitize students to social issues in

addition to basic academic activities. A network has been developed over the years gradually with nearby community for involving students in community programmes. It has been realized that exposing students to social activities is meaningful as they do have new learning experiences. During the last five years many extension, outreach and community programmes were organized by NSS Unit, Cultural Forum, Red Cross Unit in villages by involving students. Students are encouraged to participate in all these activities and expose them to social issues in the right spirit. Social awareness and conscious have been created among students through which they can change their behavior and attitude towards their own community. Various social programmes such as cleaning drives, tree plantation, blood donation camp, free eye checkup, medical checkup, health and hygienic, awareness programmes to farmers, socio-economic survey, higher education survey, environmental survey and the like that were held periodically by the college in which the students participated voluntarily. Participation of students in community oriented programmes will help them to enrich their knowledge and develop leadership qualities. All departments and faculties motivate students to take part in all social activities conducted by the college and expose them to social issues.

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

Response: 1

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 10

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

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

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 12.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	75	65	70	50

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college was housed in old Government building in Bhalki-town, when it was started ten years ago in 2007. Initially, the adequate facilities were not available for teaching and learning. Great efforts have been made to provide required infrastructure facility to carry out all activities during last five years. At present the Institute has adequate facilities for teaching, learning namely, classroom, laboratories, computing equipment's etc., The College was shifted to present building in 2015 which was constructed by the Government. Now it has a building of its own, the flint area of which is 1100 Sq. Mts., in 3 acres of land. Very recently, the HKDB has sanctioned Rs.60.00 lakhs for construction of first floor to increase the number of classrooms, the civil work was started in the month of January 2017, and work is almost completed. With the construction of first floor, new classrooms are being added. Now there are 12 classrooms which are spacious and sufficient to engage classes with adequate furnitures and equipments. Besides, there are two separate spacious and well-equipped laboratories for physics and computer science, which can be used by students to do practical work. 26 computers have been installed with internet facilities for use of students to attend practical work and teachers are also permitted to use computers and internet facility for academic work at stipulated hours. In meantime, the Government has also sanctioned Rs.1.25 crores as building grants through DCE to the college to augment the infrastructure facilities for which the tender process has already been completed and the construction work will commence soon. With this new class room will also be added.

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

Response:

The college has its own identity with a permanent structure being constructed in outskirts of the town and has huge open space which has been used for conducting other activities. In order to provide quality higher education to students coming from rural areas, the institution conducts co-curricular and extra-curricular activities like sports, both indoor and outdoor games, yoga, health and hygiene, cultural activities, public speaking, communication etc.,. Various facilities have been created and enhanced substantially over the years for conducting all these activities meaningfully so as to ensure all round development of students personality. The college has a separate physical education department having sports materials, cultural council, students welfare officer, placement cell, Red cross unit etc.,. which are entrusted with the responsibilities of conducting these activities in frequent intervals. Some of them are held in the class room by using modern equipments being installed there and others are held in the open space without any hindrances. Indoor games are conducted in the nearby Auditorium which is adjacent to the college being maintained by Taluk administration and athletics and other outdoor games are conducted in the open space. The institution has networks with the Health Department, Social Welfare, Youth and Sports and other local associations specialized in different fields and are invited to the college frequently to utilize their expert knowledge and resources for the sake of holistic development of students.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 22.22

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
12.64	14.14	4.41	8.81	1.49

File Description**Document**

Details of budget allocation, excluding salary during the last five years

[View Document](#)**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library and information centre is housed in the first floor and has a full time senior most librarian who maintains it meticulously. He is committed to his job and students friendly who will always take care of the needs of students. The institution encourages students to use available resources in the library. A proposal has already been prepared to construct a separate building for library from the grants given by the Government to provide all the required facilities such as individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources etc., As of now the library is not yet automated using integrated library management system (ILMS) but as a concrete plan for full version of software in near future. However, the bar coding is done and the automation of the library is in process.

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

Response:

The institution has taken initiative to enrich library resource with a view to provide valuable information to needy students by collection of rare books, manuscripts, special reports and any other materials which are available in the locality or any other person. It has been the habit of our librarian to trace out the persons, departments and even associations who possess rare knowledge, resources and materials and collect them by assuring them that they will be kept in the library for use and information of students and staff. So far he has collected the manuscript of Mahathma Gandhiji, Dr. B.R. Ambedkar and other great statesmen on different occasion, rare books depicting the life, struggle and achievement of great men, cultural heritage of different places in India, valuable documents showing historical events, figures, pictures etc., Moreover, the staff and students who happen to meet research scholars or any other person and find with them rare collection of books and knowledgeable resources will collect the same on request and hand it over to the librarian. In turn the librarian is prepared to maintain a separate list of such rare collections with all details.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description

Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.

Document

[View Document](#)

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

Response: 1.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.00	0	3.13	4.30	0.75

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.27

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

Response: 69

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT enabled services are being provided by the institution to augment the quality of teaching and learning process. Action plans are formulated and strategies are worked out, selected and deployed for upgrading IT infrastructure and associated services. IT facilities will be updated on the continuous basis. The Government has supplied computers and accessories to the college through DCE. Under the new scheme of Gnana Sangama lunched by the Government the college has received new IT equipments, tools,

accessories and other devices which has resulted into more use of ICT facility both in administrative and academic activities. As there is gradual increase of IT facility it has become necessary to update both hard and software frequently to avail quick and quality services. The institution has installed Wi-Fi facility which will also be updated as and when necessary. A full-fledged computer lab has been set up with all facilities including internet which can be used by student and teachers. Computer Science Department is responsible to decide as to when and how the IT facility should be updated in consultation with the Principal and other responsible persons. IT coordinator is also appointed to ensure the effective use of IT facility and its maintenance under the guidance of IQAC.

4.3.2 Student - Computer ratio

Response: 22.85

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) <5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 28.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.66	1.37	0.25	1.49	0.85

File Description

Document

Details about assigned budget and expenditure on physical facilities and academic facilities

[View Document](#)

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

Response:

The institution strives very hard to provide adequate physical, academic and support facilities to have effective teaching-learning and smooth and efficient administration to enhance and sustain the quality in higher education. So, there has been an increase in that facilities year by year which is in proportionate to enrollment of students and to fulfill the growing needs of all internal stakeholders. Consequently the institution ensures optimum allocation and utilization of available financial resources for maintenance and upkeep of facilities such as building, furnitures, equipments, computers, laboratories, library, classrooms, sports and yet others. The institution gets grants from the Government to undertake annual repair and renovation of building under the strict supervision of authorized engineer. In addition to that the grants will be received from the HKDB for the same purposes if need arises. In June 2017 HKDB had supplied 30 desks, 15 chairs, 5 big lab tables and 5 podiums to the college. Labs are also maintained by respective departments under the supervision of HoD's with proper documents. The librarian is to maintain the library neatly by keeping and updating necessary registers as per the procedure and the library advisory committee will also look into it so often. A working time table is in place in each academic semester to utilize the facilities in classroom and to organize programmes and the maintenance of which is entrusted to a separate committee. Above all general and departmental stock and issue registers are maintained and updated continually and periodical stock checking is done to verify the inventory.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 43.37

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

2016-17	2015-16	2014-15	2013-14	2012-13
234	294	244	205	138

File Description

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

Document

[View Document](#)

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

Response: 98.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
592	583	516	446	374

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 15.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
96	96	80	74	48

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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

Response: 0

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

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

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 17.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	29	20	20	15

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 21.18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 43

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 36.67

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

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

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

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

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

It has been the usual practice to include students representatives in the administrative and academic committees of the institution to develop good rapport between the staff and students community which is absolutely necessary in higher education. On account of this a student council is formed every year which is in the form of cultural council/cultural forum of students. The students council is very active in the institution and serves as a platform to students to show case their latent talents. It is a council of students representatives who play vital role in taking major decisions and teachers who play the role of mentors to guide students in planning and organizing various activities throughout the year. It is the major council of students representatives which is in forefront and always up in action and acts as bridge between the staff and students. The other committees which shall include student representatives both men and women are CDC, CDF student welfare, women cell, anti ragging, placement cell, red cross, NSS, sports, students grievance redressal cell. Inclusion of students representatives in committees helps to sort out the problems of students and resolve conflicting issues between the college management and students. The students council actively participate in conducting social, extension and outreach activities for the benefit of near by community. Students representatives would be selected but not elected purely on the basis of merit from each class and programme. The institute has introduced mentor system by which a teacher is put incharge of class as a mentor who in turn selects class representatives who can become members of students council.

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

Response: 0.2

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

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

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The institution has successfully produced the skillful and knowledgeable graduates in rural area ever since it was established ten years ago. Though a formal Alumni Association was not formed officially, in the beginning some members of the Alumni used to come to the college frequently to meet the Principal and faculty. The institution thought of utilizing their experiences, knowledge and services through financial and non financial means for the development of the institution. The Alumni of the college is occupying prominent position in Government departments, public and private companies and a majority of them being self employed doing lucrative business. Now the institution has active Alumni Association but will be registered in future. A Committee of teachers has been constituted to guide the activities of Alumni Association. It plans and conducts academic, extra and co-curricular and extension activities by involving present students. The institution is organizing sports, games and cultural events on the campus with the co operation of Alumni. Quite a majority of students come from villages and very weak in English language. Spoken English classes are also held by Alumni by bringing resource persons from outside and also utilizing the services of our teachers enabling students of our college to learn language and communication skills. It is indeed a great and selfless service to the present learners from Alumni. The opinion and suggestions are obtained from Alumni about the academic performance of the institution. The suggestion given by it will be incorporated in academic planning through IQAC for improvement.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

Empowerment of rural youths of all sections of the society through Higher Education.

MISSION

To impart quality Higher Education by adopting innovative methods to the aspirants in conducive academic environment by providing all the facilities they need for their smooth, effective and meaningful learning and giving them ample opportunities for their personality development with a focus on holistic approach and stimulate them to develop requisite qualities and competencies in a right spirit with a desire either to meet the changing requirements of the competitive global job markets or to be a successful entrepreneur to excel in life and become great achievers.

Description:

The institution is located in rural area belonging to Hyderabad Karnataka region which is economically and educationally backward and caters to the diverse higher educational needs of students coming from villages. More than 50% of students come from remote places and are first generation learners. The vision and mission of the institution are made crisp and clear to all concerned. The governance of the institution is definitely reflective of an effective leadership in tune with the vision and mission of the institution. The mission statement highlights the significance of social values, social justice and ethical and moral standards. It also lays emphasis on equity, socio-economic order and balanced regional development. The statement is also reflecting the need to inculcate the institution's traditional and moral values to the students of younger generation to make them responsible citizens of tomorrow. The college is striving very hard to achieve an excellence of high order through value orientation. The institution is governed by effective leadership in such a way that the perspective plans are prepared and executed to enable participation of teachers in the decision making bodies which will reflect the teaching-learning process so far designed by the college for incorporating new trend in higher education. Many academic and administrative bodies comprising of teachers have been constituted assigning responsibilities to them so that they hold meetings, participate and discuss and decide relevant issues to discharge responsibilities. The college organizes academic programmes, sports, cultural events, guest lectures, students will be taken on educational tour, industrial visit, historical and other adventurous activities. All this makes students to be creative and acquire leadership qualities.

6.1.2 The institution practices decentralization and participative management

Response:

The institution has been practicing decentralized governance system and promoting a culture of participative management to accomplish its objectives. The administration has been decentralized to collaborate with the different departments and personnel of the institution to improve the quality of educational provisions. The institution has many departments which are given operational autonomy to carry out the day to day activities by taking suitable decisions at the departmental level. This apart it has many committees, units and cells which are responsible to carry out different assigned activities. They can work independently in co-ordination with others and facilitates smooth and efficient running of the institution. Thus all this is useful to improve the quality of educational standards. The decentralized governance system and participative management has paved the way for strengthening the academic standards. The institution has been efficiently managed by the Principal with the active support of governing council consisting of all heads of departments and staff council comprising of teaching and non teaching staff of the college. They all will participate more actively and offer valuable suggestions in taking decisions. A case study showing practicing decentralization and participative management in the institution is being presented below.

At the beginning of the academic year a teacher is appointed by the Principal to each class as mentor and he/she has to select two class representatives one from boys and another from girls and hand over their names to the teacher incharge/cultural secretary. The cultural secretary prepares a consolidated list of all class representatives from different classes and will form a cultural council in consultation with the Principal, IQAC coordinator for the year. Finally a cultural council comprising of class representatives, teachers as mentors will be constituted and announced for the information of all persons. The council meets ones in fortnight and some time whenever required. A cultural calendar of events to organize competitions would be prepared in its first meeting and ensures that the events are conducted as per the schedule. Both students and staff participate actively in the council meeting and offer valuable suggestions.

6.2 Strategy Development and Deployment

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

Response:

The government formulates perspective plan which is applicable to all institutions of higher education in the state of Karnataka. It is developed, driven, deployed and reviewed by obtaining the necessary inputs from all institutions through DCE, eminent educationists and experts. The college is implementing the perspective plan developed by the government in toto with regard to higher education. The strategic plan is subject to revision from time to time to incorporate new trends. Besides, at the college level the action plan, policies, procedures, programmes and objectives which are complementary to perspective plan are discussed and finalised in the meeting of CDC, teachers council, cultural council, units, committees and cells held periodically and implement the same with the co-operation of all departments, faculties and students. The institution has grown substantially in the last five years in terms of enrollment of students and proportionate increase in infrastructure facilities. The documents related to land and building, furnitures, equipments, computers, affiliation and grants received and utilized, inclusion of college u/s 2(f) of UGC Act, academic and administrative records, availability of human resources and other basic facilities are maintained in the office of the college. IQAC also maintains a few records providing information to the needy people. All departments, units, cells and committees are also instructed to

maintain documents pertaining to action plans, activities carried out, programmes organized and events held. NSS unit has been very active in the college and has successfully implemented plan in organizing EC and CC, extension, socially oriented activities, awareness programmes, cleaning drives on and off the campus and has maintained up to date documents during the last five years. According to NSS guidelines two types of camps shall be held i.e., regular and special camp. The NSS unit of 50 students has organized week end camps regularly throughout the year and special camp was held once a year for a period of one week in a selected village. The NSS students participated voluntarily in all that camps and rendered services to the society and also have developed leadership qualities.

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

Response:

The institution was established by the government and hence it is maintained and funded by the Government of Karnataka. It has its own official hierarchy and in built effective organizational structure and decision making process including grievance redressal mechanism. It is governed and administered by the Ministry of Higher Education, Government of Karnataka, the Principal Secretary for Higher Education, the Commissioner and Director through the DCE. The department has five regional offices all over Karnataka and this college belongs to Kalaburagi region headed by Joint Director who guides and monitors the activities of the institution on the instruction of the commissioner, director and other higher authorities. The Principal is the institutional head who is supported by administrative staff, HoD's and faculties. There are 12 departments in the college and each one is headed by a senior faculty performing respective academic activities and assisting the Principal in administrative matters. The college has central library and information centre headed by a senior librarian. The CDC is the highest governing body of the institution which is headed by local MLA as the chairperson and the Principal as the member secretary. The council has members from different fields who are chosen by MLA who is at present the cabinet minister for municipal administration and Bidar district incharge minister, Government of Karnataka. The College also has college council which is an internal decision making body. The faculties and administrative staff are the members of the council. The institution is having committee form of organization where in various academic and administrative committees and cells and units consisting of teaching and administrative staff have been constituted by the Principal with specific roles and responsibilities. Recruitment and promotion of employees are done by the government in accordance with the State policies and institution adopts and follows KCSR. The grievances of staff will be amicably resolved by the staff association and head of the institution. The grievances unresolved by internal mechanism if any shall be sent to the higher authorities for redressal. The campus environment is friendly and the institution has been building harmonious relationship among all stakeholders.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

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

Response:

The institution is aimed at and focuses on holistic development of students by providing different platforms to show case their talents and skills. Many committees, cells, units and council are in place through which the students can get more opportunity to develop their personality and imbibe leadership qualities. All bodies/cells/committees work for the betterment of students under the able leadership of the Principal by holding meetings with the specific agenda, discussing on it and passing resolutions and ensure its implementation. The proceedings of meeting are correctly recorded in the register maintained for it and subsequently the different stages in the process of implementation will be noted and recorded. Effectiveness of various committees is quite evident through minutes of meetings and implementation of its resolutions. A Red-Cross unit which the institution had set up a few years ago has been proactive and has successfully implemented based on the minutes of meeting. Red-cross unit has a convener who is a senior faculty and other faculties as members including students representatives. At the beginning of the academic year a meeting is held to discuss, debate and prepare action plans, chalk out programmes to be organized throughout the year and the same is recorded in the form of resolutions. The unit has got full co-operation from the staff, students, doctors from government hospitals and the officers of government departments in implementing its previous resolutions. The activities successfully implemented include blood donation camp, medical checkup for students and staff, health and hygienic, AIDS awareness programmes, programmes exclusively meant for women to give health related tips to solve their problems through inviting lady doctors from government hospitals and women officers from children and women welfare department. The Red- cross unit is maintaining a first aid box on the college campus to provide immediate medical relief to needy students.

6.3 Faculty Empowerment Strategies

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

Response:

Many welfare schemes are made available to teaching and non-teaching staff as the institution is run by the

government. The government has introduced various welfare schemes for employees working in government colleges. The institution has taken initiative to offer all the welfare schemes and measures which are introduced by the government to all teaching and non-teaching staff. All employees are eligible to social security measures and avail benefits in accordance with the welfare policies of the government. The welfare schemes are framed by government in such a way that the staff can get the benefits of welfare schemes while in service and also on superannuation. Every employee is entitled to job security and promotion if he/she can satisfy the conditions laid down in policy. Welfare schemes are applicable to the staff as per the service rules. The welfare schemes of the government do provide for housing loan, vehicle loan, free medical benefits, and reimbursement of medical expenses, pension, gratuity, group insurance, compensatory benefits, lump sum payment from PF and KGID plan on superannuation and the like. Career Advancement Scheme (CAS) is also offered to teaching staff. Any employee is willing to do research can be granted study leave under FIP with salary. The teachers are encouraged to undertake professional development programmes which will attract more emoluments with earlier promotion under new norms. The government will modify welfare schemes from time to time to meet the changing needs of the staff. These welfare schemes act as motivating factors in influencing the staff to improve their performance.

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

Response: 0

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

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

File Description

Document

Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years

[View Document](#)

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

Response: 0

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

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

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 19.52

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	6	6	2

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

A formal performance appraisal system has been followed in the institution for both teaching and non-teaching staff. It has been made mandatory for all employees by the department. It is done to assess the performance level of each staff member. All staff members have to perform multiple activities pertaining to academic and administrative assisting the Principal to run the institution smoothly, efficiently and in the right direction. The staff members are expected to show good performance in achieving stated objectives of the institution. The performance of the staff will be measured at the end of the academic year. The staff should have to make self appraisal. There has been a right mechanism to ensure that the information on the multiple activities of teachers is appropriately captured and considered in the process of appraisal. Each staff member shall have to prepare a self appraisal report in prescribed format furnishing detailed information about his/her performance duly signed and submit the same to the Principal. The Principal as the head of the institution is empowered to collect the self appraisal report of all staff members and will assess their performance. The Principal will assign grade to each employee on the basis of different

parameters ranging from commitment, discipline, knowledge, skill to team work to integrity of the employee. The Principal will then send all reports to immediate higher authority confidentially for consideration.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The audit is done compulsorily. There are well set institutional mechanisms for audit. The institution has appropriate procedures and used for both internal and external financial audit. The accounts of institution are subject to internal and external audit which are done regularly. University audit is done every year to verify the transactions of receipts from students in the form of university fees and payment made to university through demand draft/NEFT. The university will not announce the student results unless the amount due to university has been paid. So, the institution verifies university transactions regularly to ensure that no amount is due to the university through internal checking. Internal audit done through IQAC with the help of senior commerce faculty to check the fees received from students, grants received from government and utilized and other receipts and payments made to various parties. Bank pass book, statement obtained from banks and receipt books and cash book maintained in the college office are scrutinized and compared with one another internally and any difference will be reconciled immediately to ensure financial discipline. The departmental audit will be done periodically to verify and check the accounts in detail. The Accountant General of India will also audit the financial accounts of the institution in detail and give suggestions and instructions to maintain the accounts in a proper way. The reports compiled and submitted by external auditors will be taken up seriously and the institution shall comply with the objections immediately. The mistakes and errors if any will be set right immediately. So far the institution does not have any major audit objections.

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The government is funding the institution since it is a government college. The government is giving funds in the form of grants and also supplying desks, furnitures, equipments, computers and other accessories to meet the requirements of the institution for which a proposal has been sent by the head of the institution. Different grants have been given by the government for different purposes and utilized for the same purposes. Grants are received for salary, purchase of books, furnitures, equipments, computers, teaching aids, lab items, capacity building etc., The day to day expenditures are also met out of the funds given by the government. Recently the institution has been included under Section 2(f) and an effort is made to include under Section 12(B) of UGC Act and will receive UGC grants in near future. In addition to this major sources of receipts are various fees such as cultural, magazine, library, reading room, sports, laboratory, CDF, CDC etc., are collected from students at the time of admission. The amount so collected from students can be utilized to meet the respective expenditures. In case of any deficiency to meet expenses the Principal has been authorized to make use of funds available in CDC and CDF as per the procedure. The institution can meet and request CDC members, elected representatives, organizations and prominent persons to give donation in the form of kind. Sri. Eshwara Khandre, Hon'ble Minister for Municipal Administration and Bidar District incharge Minister had released Rs.60.00 lakhs from HKDB for extension of building. The civil work started in the beginning of 2017 for construction of first floor and the work is on verge of completion. With this six class rooms will be added. The Minister has also agreed to prepare and set right the main road leading to the college and construct compound to the college.

6.5 Internal Quality Assurance System

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

Response:

The mission of the institution has been to provide quality higher education in all streams to the students coming from socially backward and economically weaker section of the society at an affordable cost. Top priority has been given to quality aspect ever since the college came into being in the year 2007. The institution took initiative to set up IQAC as per the guidelines of NAAC. The cell has assumed the role of quality facilitator and has been playing a pivotal role for improving the quality of educational services. The quality assurance process has been institutionalized with the emergence of IQAC. It has made quality as the defining element in all academic and administrative activities of the college. It focuses mainly on enhancing and sustaining quality in all activities especially teaching, learning and evaluation process. The policy of the institution is to achieve TQM by enlisting the support of all stakeholders. With the emergence of IQAC the quality of educational services has improved a lot and the institution has been able to bring out the excellent and competitive graduates with a sense of social responsibility and commitment who can

lead a quality life by being good citizens. The IQAC has taken many initiatives and its contributions for institutionalizing the quality assurance processes are invaluable. A best practice through IQAC initiatives is worth mentioning here.

In 2007 when the institution came to be established was housed in old government building in the heart of Balki town. At that time sufficient basic facilities were not available and even there was shortage of space for teachers to get relaxed after taking classes. This went on for a few years. The government identified land for college and constructed a separate building in the outskirts of town. The college was shifted to new building of its own which is 2 km away from town. Though the campus is environment friendly free from noise and dust pollution and is a nice place for studies but faced acute water problem which is a basic facility. IQAC has taken the water problem seriously and tried to provide safe drinking water to all on the campus. It has made correspondence with the Taluk and District Revenue authorities and met the officers personally and requested them many a time to dig up a bore well on the college campus to solve the problem of water. The bore well was dug up and sufficient water came up but not safe for drinking. With the effort of IQAC water problem was solved to some extent but the problem of providing pure drinking water is not solved. But the cell has not given up its hope and brought this to the notice of the department and made written request to give grants to install a water purifier. At last the department released grants and water purifier was installed. Pure drinking water unit was inaugurated by Sri. EShwara Khandre, Hon'ble Minister for Municipal Administration on 10-04-2017.

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

Response:

The institution is functioning on a clear vision of producing quality graduates by inculcating value based education. In this background IQAC was set up as quality facilitator to institutionalize the quality assurance strategies and review periodically the teaching-learning process, structures and methodologies of operations and learning outcomes. IQAC since its inception has planned and implemented many students oriented activities during the last five years. It has been pro-active and taking initiatives continuously to bring out changes in all educational processes. New pedagogy has been adopted to help students to comprehend better. At the same time the teachers are committed and willing to practice the art of teaching to improve student learning. Teachers are more enthusiastic in using scientific methods along with conventional method of teaching and make classes more interactive and demonstrative. The staff makes power point presentation and use OHP to certain extent to facilitate students to learn better. Many texts related movies are screened. Staff gives ample opportunities to students hone their communication skills through mock interview, group discussion, seminars, tests, skill development and assignment. Teachers are more co-operative and accommodative to students both inside and outside the class rooms. Environment conducive for promoting teaching-learning process has been created on the campus which in turn promotes healthy and cordial relationship between students and teachers. IQAC ensured that many mechanisms are in place to continuously review the teaching-learning process. There is always mutual assessment between teachers and students to determine the effectiveness of teaching-learning. The students are assessed by teachers and vice-versa. Higher officers from the department, LIC from university, Principal, IQAC and even HoD's review the result of students. Each and every teacher will be evaluated in terms of result of students on the subjects taught by him/her. IQAC obtains feedback from students for further improvements. A wide network has been created with external stakeholders through

whom it is possible to communicate the internal quality aspects and learning outcomes. The internal stakeholders are informed and reminded regularly about these aspects through meetings conducted by the Principal, cultural forum, departmental meetings, staff council and open assemblies.

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

Response: 3.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	6	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

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

Response:

The growth and development of the institution has been remarkable during the preceding five years. It is due to successful implementation of quality enhancement initiatives in academic and administrative areas.

- The institution has its own physical identity since it was shifted to new building in 2015 which is a symbol of leaning.
- The enrollment of students to different courses has increased year by year.
- A full-fledged computer lab with internet and other facilities has been set up. The lab has 26 computers with a separate cabin for faculty.
- A full-fledged physics lab with a sufficient tables and equipments has been established. A computer with internet facility is also being provided to the faculty.
- A large room has been allocated for locating library and information centre. A computer is also provided to the librarian.
- There has been constant increase in library resources as there is increase in students strength.
- Number of teachers who were awarded PhD and M.Phil has increased.
- IQAC has been constituted to institutionalize quality assurance strategies and processes.
- ICT facilities in the institution have also increased considerably.
- The institution has installed pure drinking water unit on the campus. Pure and safe drinking water is available to all stakeholders.
- The college has been included under Section 2(f) of UGC Act in December 2017.
- The management has initiated the process of office automation for the purpose of good governance and effective administration.
- A youth Red Cross unit has been established in the college.
- A unit of scouts and guides has been set up.
- Pass percentage of students in the university examination has gone up which is more than 80%.
- Increase in progression of students to higher education and professional courses.
- IQAC conducted workshops and seminars by inviting resource persons
- Five class rooms have been added with construction of first floor from the grants given by HKDB
- Increase in basic facilities to meet the requirements of the students and staff.
- Teachers have been permitted to attend OC, RC, seminars, workshops, conferences and present papers and to undergo empowerment training to increase their knowledge base and sharpen skills.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 1

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Report of the event

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Ours is a co-education college having more girls than boys. Students strength has gone up considerably in the last five years. Girls account for 70% of total student strength. On account of this the institution shows a lot of concern towards the safety and security of these students. Invariably IQAC and faculty have been able to create an awareness among all students on the campus regarding cross cutting issues such as gender, human rights, environment etc., Many strategies have been devised and used to sensitize students about gender equity, human rights and environment. Teachers have been trained profusely in these issues and they guide, motivate and help students to mould their behavior, attitude in order to create healthy and pleasant academic environment on the college campus. The institution has constituted a women cell, counseling centre, disciplinary committee, anti-ragging committee which are functional in nature. These committees and cells are working in the interest of students, have become responsive to fulfill the needs and expectation of students. Women cell is able to protect the interest of women and conducts programmes exclusively for them to guide, advice to solve their problems and to create an awareness of their safety and security. Ragging had never happened in the college. No cases of sexual harassment, physical abuse and eye teasing have been reported so far. The institution has taken measures to prevent untoward activities. Counseling cell conducts general programmes through inviting counselors and experts to provide basic

information to all students. One of our teachers has been trained in student counseling at NIMHANS, Bangalore who can council needy students. Common room is not provided due to shortage of space. It will be provided in future. A teacher is appointed as student welfare officer to look after the needs of the students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 60

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

Response: 36

7.1.3.2 Total annual power requirement (in KWH)

Response: 60

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 40

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

Response: 8

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 20

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

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The institution is situated in the outskirts of the town which is 2 Km away. It has a large open space and the surroundings are greenery. The staff and students feel elevated when they are on the campus because of pure air, dust less and eco-friendly environment. The location of the college is quite calm, pleasant and good for studies. The institution decided to preserve and maintain the same kind of natural environment through effective waste management system. The operations of the institution do not result into more hazardous waste. The solid waste generated from day to day activities is very minimum which can be cleared then and there itself. The college is keeping its surroundings clean and tidy. NSS unit is organizing cleaning drives on the campus every week. The students are instructed to abide by the rules of the college. They are disciplined and do not throw waste materials openly on the campus. The corridors of the college are always kept clean by putting dust bins at important places which have been used by students. The college promotes the use of electronic resources in teaching-learning. A separate e-waste management has been in place which takes care that less e-waste is generated and disposed off immediately. Use of paper on both sides is encouraged. Students are advised not to use plastics and items which are not dissolvable. The college campus is declared as plastic free zone, Swachha College. An adage “cleanliness is godliness” is propagated among students. Solid and e-waste are dumped at marked place and burn it immediately.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

The institution faced the problem of water when it was shifted to new building. It had searched different sources of water to find solution to water problem. Two sources were available to get the water and solved water problem to certain extent. One source was to have a tube well and other one was rain water harvesting. The institution used first source to tap the water since the second source would take more time. So the institution has made sincere effort to have the bore well on the college campus. It became successful in getting the water and the water problem has solved temporarily but available water is not sufficient. The college needs more quantity of water with increase in the strength of students and staff. Conservation of rain water is inevitable in the college with the sole aim of having eco-friendly campus and to obtain environment inputs to be used in education process, the college is taking initiative for rain water harvesting. There is a proposal for designing rain water harvesting structure. It is yet to start as the extension of the college building is going on. The civil work is in progress. Once the work is completed the process of rain water harvesting will be set in by seeking guidance from experts.

7.1.7 Green Practices

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

Response:

The unique feature of the institution is that it gives as much importance to green practices as it gives to the academic activities. One of the objectives of the college is to conserve the environment resources in a best possible manner. The college always considers that the promotion of environment with green practices is a key for success of any educational Endeavour. The new location needs to be developed in terms of environment to have academic ambiance on the college campus. The surroundings of the college is quite calm, serene and really good for green practices. The institution has made consistent efforts towards green practices on the campus since it was shifted to new place two years ago. The NSS unit is playing a significant role in campus development. The entire staff and students joined NSS unit to implement plans related to green practices for protection of environment. Students went on a Jata also to create awareness among public holding placards with slogans about save water, protect environment, save trees, greenery, use public transport, use cycles to prevent air pollution, maintain cleanliness etc., The NSS officer met district conservator of forest and requested him to help in tree plantation on the campus. The Conservator had sent JCB with assistants to dig up holes for tree plantations. As many as 800 saplings of different types were planted in July 2016 and most of them have survived and the same has been maintained by NSS unit. Use of plastics and indissoluble items are prohibited on the campus. The institution has declared the campus as **plastic free zone**. Students are often advised to use public transport, bicycles through different platforms. Office automation is going on well and it is nearing to completion. Soon the office will become paper less. The institution has a long term plan for green landscaping with trees and plants.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0

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

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

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails

4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

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

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

Response: 0

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

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

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

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

Response: 0

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

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

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

7.1.12

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

Response: Yes

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

Response: Yes

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

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

Response: No

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

Response: Yes

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

Response: 40

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

Response:

The institution is very well known for celebrating national festivals, important days and events in the locality meaningfully. A committee has been in place which makes a concrete plan to prepare well in advance to organize national festivals and other important days. Independence day and Republic day have been celebrated as national festivals with a great fervor and festivity. Freedom fighters and octogenarians who had witnessed first Independence and Republic days have been invited to the celebrations and share their experiences with students youths and staff. The galaxy of national leaders and their contributions to the nation are recalled, remembered, revered and described vividly to young students and inspire them to follow their teachings and thoughts. 17th of September every year is celebrated as Hyderabad Karnataka Vimochana Day as this region belongs to Hyderabad Karnataka. The staff and students salute the strategies adopted and bold steps taken by Sri. Vallaba Bai Patel, the Iron man of India who was the first Home Minister to free the Hyderabad Karnataka from the clutches of Hyderabad Nijam. The institution is also organizing to celebrate birth/death anniversaries of great Indian personalities, important national and international days and historical events. All staff and students get involved in all celebrations voluntarily and happily.

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

Response:

The financial, academic, administrative and other activities are conducted in very clean and fair manner. Every transaction is through bank and a receipt is promptly issued whenever it is necessary. Circular notification related to university or department are put on notice board and hosted on social platforms. The receipt and payments are done through bank, procurement as per the policies are either through tender or calling by quotations. The disbursement of scholarship and monetary benefits to the students is done through banks

7.2 Best Practices

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

Response:

Title of the Practice

Introduction of Uniform to ensure uniformity among students.

Objectives: The Govt. took initiative to establish this institute in this region in order to provide quality and value based higher education to rural youths at an affordable cost. So, ours is a premier institution of higher learning being located in mofussil area serving the noble cause of education to the students hailing from diverse socio-economic background. The primary objective of this practice is to promote uniformity, equality, a feeling of oneness and unity among learners.

The Practice: The committee so constituted had conducted a meeting of students and their parents/guardians and informed them about the idea of dress code for students and sought their co-operation. They were also informed about the significance of dress code for learners in the college which could be a symbol of the institution, a matter of reputation, discipline, bring about uniform behaviour and promotes secular attitude among students. Students of all walks of life seek admission to different courses offered by the institution. Hence, dress code became absolutely necessary by which the students of the college can be easily identified irrespective of the caste and religion. The committee succeeded in convincing students and parents in this regard. Subsequently it invited quotations from the suppliers of uniform and followed the procedures in selecting the least quotation in a fair and transparent manner. Effort was made to ensure that the uniform would be supplied at the minimum affordable cost.

Evidence of success: The dress code was first introduced successfully five years ago and has been followed every year since then. The parents are co-operative in purchasing uniform for their sons/daughters. The students are extremely happy with it and are wearing uniform regularly.

Problems encountered: Introduction of dress code in Govt. institute is very challenging. It is not as much easy as we talk. Many problems were encountered in designing and implementing the scheme. Majority of students who are admitted to the college come from economically backward families. In the beginning a few students and parents opposed it but later on they were convinced. All problems were solved with the co-operation of staff. Our staff members have come forward voluntarily to provide financial assistance to those students who cannot afford to buy uniform.

7.3 Institutional Distinctiveness

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

Response:

Ours is a potential institution of higher learning in rural area. It has been fulfilling the desires and aspirations of socially and economically deprived students from this locality by inculcating basic human values while teaching curriculum and adopting best practices. Much importance has been given to promotion of healthy environment on college campus. As a result there has been a very good academic environment on the campus which has positive impact on the functioning of the college. New pedagogy has been adopted by teachers to improve student learning. Teachers are inquisitive in nature and would always like to change the method of teaching so frequently which they acquire through training and attending seminars and workshops for the sake of students in order to enable them to learn in a better way. Students are sensitized and exposed to new areas of study and enrich their knowledge and experiences with

innovative ideas and concepts by the sincere efforts of teachers. Learning is made enjoyable by students by adopting best practices.

Creativity is created among students by giving them ample opportunities to show case their latent talents. The institute has conducted many activities for promotion of universal values among students. Staff and students are made environment conscious and are contributing significantly for creating eco-friendly environment on the campus.

NAAC

5. CONCLUSION

Additional Information :

Shortly, the institution has decided to provide free Wi Fi facility to all students and staff members at the college premises. Installation process is under progress.

Concluding Remarks :

The erstwhile our co-education college, made its humble beginning more than a decade ago to provide value based higher education to the rural masses at an affordable cost. The institute began with only 50 students initially and now the students strength has gone up to 600 during the academic year 2017-18. There has been an increase in enrollment of students since the inception of the college which is a sign of potentiality. It is attracting more number of students from all section of life as there are many feeding institution nearby.

The college is offering only UG courses at present and is proposed to start PG courses in commerce and science shortly. There is tremendous increase in basic infrastructure facilities since the college was shifted to new location. ICT is also being provided in teaching-learning and ensures the optimum use of such facilities. IQAC has been constituted with the prime objective of quality improvement, sustenance and enhancement in day to day activities of the institution. Many academic and administrative committees have been set up to discharge assigned responsibilities that works under the umbrella of IQAC.

The growth and development of the college has been remarkable in the last five years. It has made significant strides in the field of higher education. The institute is seeking accreditation by NAAC and all of us are eagerly awaiting the peer team visit for assessment of activities of the institution.