SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT FIRST GRADE COLLEGE- K R PURAM, BENGALURU

COLLEGE ROAD K R PURAM EXTENSION K R PURAM
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government First Grade College, K.R. Puram was established in the year 1991 and within 25 years of its establishment it has become one of the fastest growing government colleges in the city. K.R. Puram was small hamlet where the college is located and gradually it has not only become the suffix to the college address but the entire place is known by this degree college. It was started with just 26 students in the humanities and science combinations. Within the first few years itself it extended its wings by including B.com and few more courses in various streams. Today the college boasts of having more than two thousand students in various streams of B A, B.Sc, B.Com, B.B A, , and four Post graduate courses. In 2016 BCA was introduced. The college also introduced kannada research centre, with 16 scholars on roll. The college although situated in the urban locality it caters to majority of the rural, marginalised and the subaltern student population. There has been an incremental rise in the number of students getting admitted in our college and during this period the college has mastered the national goal of providing higher education to all and especially the girl children and It is evident from the fact our college has more than 50% of girl students till date. The college is committed to providing quality and affordable education to its stakeholders in an effective, transparent and holistic approach.

Vision

We aspire to achieve academic excellence with a holistic approach to transform the students into intelligent, creative, responsive and peace loving citizens.

Mission

- Provide a conducive atmosphere to achieve academic excellence and scientific temperament
- Make teaching-learning process interdisciplinary, research oriented and develop competitive spirit to face the contemporary challenges
- Inculcate social responsibility, ethical values and secular outlook among students
- Sensitize the students on gender equality and to create awareness on environment
- Transform the students into prospective leaders to build a better future

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

One of the major strength of the college is that it caters to large number of rural, underprivileged, and subaltern populous of the society. Even more complimentary fact is that the college accommodates 51% of girl students, which statistically speaking is much higher than the national higher education average. Eighty percent of our students are from the weaker sections of the society comprising SC, ST and OBC. The experience and the quality of our faculty is another feather in the cap of GFGC, K.R. Puram. Majority of our staff have acquired Ph.D and M.Phil degrees and have attended many professional courses and trainings. Few of the faculty have been bestowed with national and state level awards and recognitions. The proximity to the city's IT hub makes

it advantageous to the students to get access to employability. There is more than adequate infrastructure, lab and computer facilities which makes the college, the most sought after among the students. The student community is another big advantage as they have performed excellently in academics and in co-curricular and extracurricular activities and have won many medals in national and international competitions. The research centre has added academic impetus to the college. The supportive MLA, CDC Members, and local activists' concern towards the college is another plus point for the institution. The College Has an eco-friendly environment.

Institutional Weakness

The lack of hostel facilities for the students within the campus is a concern for the college. existence of one such facility could have enhanced the possibility of more number of students being educated. The general mental block associated with English learning has been another area of concern that has been plaguing the college. The students travelling from far of villages find commuting difficult due to the lack of regular transport facilities in the morning hours. Many of our students are first generation learners.

Institutional Opportunity

The college has the potential to deliver the best possible outcomes for its stakeholders by giving them the advantage of urban life. The college is located in the IT hub and industrial area , creating ample opportunities for student's job placements. This also gives them an opportunity to socialise, learn, adopt and grow with people in the city and develop life skills. Thus the benefits of both rural life style and urban flair are provided with, to make life large. The introduction of PG programmes (Existing 4 and few more in future) the students are provided with an opportunity to pursue higher education in a place more familiar to them and hence avoiding inconveniences or chances of drop out due to unfamiliarity of places. Sanction of Research Centre in Kannada has enhanced the possibilities of greater growth. The college has potential to become autonomous academically and will be one of the major contributor to the university for academic growth.

Institutional Challenge

Matching of the infrastructural facilities with the rising demand for admissions is indeed a challenge. The introduction of newer combinations and PG courses to upkeep the standard and demand, the college faces infrastructural inadequacy. The challenge here is to strike a balance between quality and quantity. Educating the students to go beyond the social upbringing on issues of employment, career choice, and social stigmas is another task that needs to be continuously thrust and take cognizant. Retaining the best staff is another challenge as it is a transferable government job. There are many institutions around the college, mostly private colleges with better infrastructure etc, hence the task is to attract the best to our institution for admission.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curriculum formulated by the University of Bangalore. The university in turn prepares such a curriculum in consultation with the senior faculties form affiliated colleges. Many of our faculty are part of these boards and contribute considerably to curriculum planning and development. The students are given full choice to take any course of their interest and provided the wherewithal to pursue such studies. The stakeholders are encouraged to provide suggestion to improve the academic standards in order to better standards of higher education. The curriculum includes study on Environment, Public health, Ethics and moral values, professional ethics, human rights, rights and duties and Indian constitution etc. besides the regular core subjects.

Teaching-learning and Evaluation

The vision of the college for creating students with enlightened minds to create a better society has been achieved from the fact that, every year we admit students from all walks of life, and provide them affordable and quality education. Majority of the students admitted are either first generation leaners or from economically weaker sections and to further this cause, the college started the PG departments for pursuing higher education in the same campus. We provide holistic education in an atmosphere of secular, free, scientific, intellectual and democratic platform. The students are given ample opportunities to participate, compete, share, discuss, debate, win and create amicable future for themselves through academia, cultural, sports, co-curricular and extracurricular activities. The quality of the teaching and non -teaching staff is highly professional and committed. The fulcrum of the college is our teaching staff who are highly qualified with an average teaching experience of 15yrs. 35% of our staff are with Ph.D. degree and more than 60% with MPhil and higher qualifications. Most of faculty are regularly appointed in the BoS and BoE of various college, private and aided colleges, Autonomous colleges and Universities. Our students pass out from the university exams in flying colours and have even toped the university by securing ranks and medals. Our students and faculty are highly motivated and committed to make teaching learning more experiential, qualitative, effective, innovative and result oriented. Yet we are continuously evolving and innovating ourselves to meet the highly demanding requirements of our stakeholders.

Research, Innovations and Extension

The college provides utmost atmosphere and facilities for research and development both for the student community and the faculty. Many of our faculty have availed the UGC sponsored faculty development programmes for pursing higher qualifications. Few of our faculty are also guiding the Ph.D. scholars. Our staff are involved in various fields of research and development. Our college has bagged many UGC/ ICSSR and other research bodies funded minor research projects and has organised many national and state level seminars and workshops, besides plans for organising international seminars which are in the pipe line. We have around 49 publications in the International peer reviewed journals and more than 200 publications as conference proceedings. Few of our faculty have written texts books and reference books for both colleges and universities across the nation. Over the last five years the staff have won many awards and accolades both in academics and in the extension activities. Lt. Patrick Rajkumar was awarded the UN recognised Rex Karamveer award and letter of appreciation from the President of India and Ministry of Sports for his contribution to the Indian Blind Cricket Team as a coach and having won three world cups from 2012 to 2017. Best teacher award to Dr. Prasadaswamy, best poet award and other state and national awards to Dr.T Yellappa from Department of Kannada, DDG special commendation award to Flg. Off. Dr.. K Srinivasan, are a few of the awards and accolades to mention.

Infrastructure and Learning Resources

The College has adequate infrastructure facilities to augment the teaching learning process. Our infrastructure is growing and our quality of education is increasingly reaching newer goals. There are more than 29 ICT enabled class rooms. The faculty are provided with touch screen laptops for ICT teaching. Seven laboratories with necessary equipment with latest technology is place to enhance science practical learning. The college has two computer labs with 60 computers, a browsing centre with 25 desktop computers and an Edusat centre. Gnanasangama- an E-learning resource is an initiative of Higher Education, Government of Karnataka, for interactive and techno based teaching learning process. The college has fully automated library with 60000 books as text and reference books. We have a subscription to around 20 journals and 15 periodicals. The staff are provided with INFLIBNET facility through the library. The campus is Wi-Fi enabled with intranet facility. The state of the art auditorium is under construction. There is RO water facility for healthier campus life and good quality of greenery to keep the campus beautiful and environment friendly. The campus is CC TV surveillance compliance. The sports facilities are adequate and opportunities for cultural and social interaction are many. The college has a vast playground for outdoor sports and games. Every year the college organises one major sports for university inter collegiate competitions in the college campus. Students take part in various inter collegiate cultural competitions in and around the city and bring laurels to the college regularly.

Student Support and Progression

The students are provided with multi-dimensional approach for overall development like counselling facilities, teacher liaison officer for addressing academic related grievances, financial assistance from ABHAYA, ramp for the disables RO water facilities, hundreds of scholarships are provided to students from social welfare, state and other philanthropist associations. The students are given coaching for entry into service, like KPSC and UPSC etc. The lady's restrooms have sanitary napkin vending machine and Incinerator for disposing the used napkins. The SC & ST students of 2016 batch were given the Laptops by the department of collegiate education, in association with the government of Karnataka. The sports infrastructure is commendable and has helped win many medals and prizes. Our students have also shown immense determination and spirit by winning many medals and certificates in sports and cultural activities in the inter collegiate competitions. Mr. Chethan represented the Country in the world University meet at Kazan, Russia which is apparently the second biggest event after Olympics. Many of our students are national/ state / university champions in Chess, cycling, boxing, weight lifting etc. (SUO) Senior Under Officer Keerthi R bagged a Gold medal in All India Para jumping and Para sailing held at Agra. These are just few of the gems in the college crown. There are two NCC wings - Army and the Air wing along with two NSS units, Red cross unit, Scouts and Guides, etc. The college collaborates with many NGOs, voluntary organisations, government institutions, and industries. development of the student.

Governance, Leadership and Management

The captain of the ship and leader of the college is spear headed by a Grade II principal appointed by the department of collegiate education on seniority system. He/ She is ably supported by the governing council, consisting of heads of the departments, 52 permanent UGC staff, 40 guest faculty and 16 deputed staff. The CDC members headed by the MLA is part of the college administration. The CDC plays an active role through financial support, moral care and other administrative assistance in providing quality education and overall infrastructural development. The college generates its financial resources through government and its agencies, UGC, Alumni and other philanthropists. The IQAC plays a pivotal role in quality maintenance and quality

sustenance in the college. It makes plans for the academic progress and coordinates with various committees and faculty for quality improvement and implementation. The office administration is looked after by a Gazetted manager, Accounts superintendent, Accounts officer and support staff. The college conducts regular financial accounting and audit. The administrative work is also executed through various committees consisting of teachers and students appointed from time to time by the principal and council.

Institutional Values and Best Practices

In pursuit of providing holistic education, the college has many good initiatives like, **Morning Assembly**- where the students deliberate on current issues of the day in brief and sharing of information, exchange of ideas and important announcement take place. **Wall magazine** (An initiative by the students of Journalism)- is a Student Teacher initiative for expressing, writing and displaying views and thoughts on individuals, issues, events and sundry. **Counselling**- A cell catering to the needs and grievances regarding students' academic, personal, social and moral issues. **Abhaya**-An initiative by the faculty of the college and the CDC to help the underprivileged and the needy financially. **Women cell**- A cell which facilitates ad provide assistance to the girl students in addressing issues on health, hygiene, marital issues sexual harassment, socialising and safety issues. In this regard the college takes pride in stating that ours being one of the few colleges in Bangalore to have an **INCINERATOR** for the sanitary waste disposal. The cell also provides sanitary napkins at a subsidised price through **Vending machine** installed in the rest rooms for the girls. The college through the sponsorship of HAL, supports the **green energy generation by having installed 40 solar panels generating 10kWh of electrical energy.** The power generated is fed to the national grid. The institution maintains green and clean campus, water harvesting and waste management as part of the **environment audit** conducted at regular intervals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Government First Grade College- K R Puram, Bengaluru
Address	College Road K R Puram Extension K R Puram
City	Bengaluru
State	Karnataka
Pin	560036
Website	www.gfgckrpuram.kar.nic.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	H C Ramannna	080-25612375	9845292194	80-25612375	gfgckrpuram@gmail.com
IQAC Coordinator	Francis Maria Anand L	080-25614343	9742198935	80-25614343	iqackrp@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 minroity institution	No

Establishment Details	
Date of establishment of the college	25-07-1991

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

Details of UGC recognition	
Under Section	**Date**
2f of UGC	23-11-2006
12B of UGC	23-11-2006

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

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	College Road K R Puram Extension K R Puram	Urban	3.24	4000

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,Kannada	36	PUC OR EQUIVALENT	Kannada	120	12
UG	BA,History	36	PUC OR EQUIVALENT	English	530	114
UG	BA,Economics	36	PUC OR EQUIVALENT	English	450	127
UG	BA,Political Science	36	PUC OR EQUIVALENT	English	290	115
UG	BA,Sociology	36	PUC OR EQUIVALENT	English	160	41
UG	BA,Journalism	36	PUC OR EQUIVALENT	English	160	95
UG	BCom,Commerce	36	PUC OR EQUIVALENT	English	500	424
UG	BBA,Management	36	PUC OR EQUIVALENT	English	100	31
UG	BSc,Physics	36	PUC OR EQUIVALENT	English	177	92
UG	BSc,Mathematics	36	PUC OR EQUIVALENT	English	207	108
UG	BSc,Electronics	36	PUC OR EQUIVALENT	English	90	33
UG	BSc,Chemistry	36	PUC OR EQUIVALENT	English	132	71

UG	BSc,Computer Science	36	PUC OR EQUIVALENT	English	75	57
UG	BSc,Botany	36	PUC OR EQUIVALENT	English	60	37
UG	BSc,Zoology	36	PUCOR EQUIVALENT	English	60	37
UG	BCA,Computer Applications	36	PUC OR EQUIVALENT	English	100	81
PG	MA,Kannada	36	ANY DEGREE	English,Kannada	40	5
PG	MA,Economics	36	BA DEGREE	English	20	14
PG	MA,Political Science	36	BA DEGREE	English	20	12
PG	MCom,Commerce	36	BCOM	English	20	16
Doctoral (Ph.D)	PhD or DPhil,Kannada	36	PG KANNADA	English,Kannada	16	16

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				21				32
Recruited	0	0	0	0	16	5	0	21	19	13	0	32
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	4	7	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	1	3	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	1	0	5	3	0	20
M.Phil.	0	0	0	7	1	0	16	9	0	33
PG	0	0	0	16	5	0	19	13	0	53

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	18	27	0	45

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	712	18	0	0	730
	Female	692	24	0	0	716
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	21	0	0	0	21
	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	303	341	295	321
	Female	321	346	329	344
	Others	0	0	0	0
ST	Male	40	37	40	50
	Female	37	44	27	39
	Others	0	0	0	0
OBC	Male	436	516	493	496
	Female	478	502	442	558
	Others	0	0	0	0
General	Male	254	156	71	55
	Female	223	156	67	50
	Others	0	0	0	0
Others	Male	33	30	94	87
	Female	42	20	98	56
	Others	0	0	0	0
Total		2167	2148	1956	2056

3. Extended Profile

3.1 Programme

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

Response : 21

Number of self-financed Programmes offered by college

Response : 0

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

Response : 05

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1956	2148	2167	2555	2443

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
701	768	691	754	755

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

2016-17	2015-16	2014-15	2013-14	2012-13
663	620	587	752	583

Total number of outgoing / final year students

Response : 3205

3.3 Academic

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Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
92	88	71	67	68

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

2016-17	2015-16	2014-15	2013-14	2012-13
53	48	53	52	51

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
53	53	53	53	53

Total experience of full-time teachers

Response : 15

Number of teachers recognized as guides during the last five years

Response : 5

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

Response : 52

3.4 Institution

Total number of classrooms and seminar halls

Response : 32

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

2016-17	2015-16	2014-15	2013-14	2012-13
129	55	34	6	72.8

Number of computers

Response : 100

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

Response : 38659.09

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

Response : 6595.09

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum design and development is done by the affiliating Bangalore University. Never the less the college adopts proactive measures to effectively transfer the curriculum to suit the socio economic and pedagogical stature of the students, who are not only from interior rural areas but mostly first time learners too. Most of our teachers adopt bi-lingual method for teaching learning. The copy of the curriculum is circulated in the class for the benefit of the students either in the form of photo copies or sometimes asked to write down for personal benefits at the beginning of each semester. The IQAC along with the governing council plans the entire calendar of events, like internal tests, special lectures, projects, events exhibitions, seminar classes and other academic activities to get the best curriculum outcome. The departments in turn plan their academic and other curricular activities accordingly for each of the semesters. This allows the departments to plan and implement the curriculum in a spaced and more effective manner,

The teachers use ICT tools to enhance the teaching process. Every class room is fitted with smart boards. Every department is entrusted with laptops for its faculty. The teachers use many methods besides ICT to enhance the effectiveness of curriculum delivery, such as group discussions, debates, question answer sessions, study tours, exhibitions, business models, new letters, wall magazines, etc to effectively communicate and teach the curriculum designed by the university. The curriculum is just a platform used by teachers to make learning more simple, understandable and effective. The students have access to text books and reference books in the library and are provided with internet browsing facilities to ensure that he curriculum is well understood and learned. The students are encouraged to present seminar classes, participate in the debates, choose projects, and participate in the study tours and industrial visits to make curriculum more interesting, effective and participative.

The participation of teachers in the academic bodies and councils other autonomous/affiliated institutions and universities such as Board of studies, board of examinations, and curriculum designs makes the process of curriculum delivery more meaningful, participative and effective. The slow learners are helped with bridge course and remedial coaching classes in order to help them not only cope with the demands of the curriculum but also make desired progress. The project works, assignments, result analysis, departmental meetings and the feedback from the students help in improving the implementation of curriculum.

In all the institution makes genuine efforts to effectively communicate and deliver curriculum, be it in terms of use of bi-lingual language, ICT facilities, tests, assignments, projects, field visits, practical classes, debates, seminar classes, thus ensuring the maximum benefit to the students from the designate curriculum by the affiliating university.

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
00	00	00	00	00

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

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

Response: 27.62

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
19	15	15	11	11

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

1.2 Academic Flexibility

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

Response: 38.1

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

Response: 08

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: 95.24

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

Response: 20

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: 0

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
00	00	00	00	00

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 curriculum is prepared by expert body consisting of teachers from various institutions and senior faculty. The members ensure that the curriculum does cope with the requirements of the industry, application of knowledge, inclusion of most recent phenomena, relevance to the current times etc. Although the above said factors are important for any students, there are other issues that are beyond just the education and employability such as the issues of gender, environment, sustainability, human values, and professional ethics which also need equal representation in curriculum.

Most of the programmes do have these issues addressed in their syllabus and are seriously imbibed among

students. The B.A humanities curriculum for example includes various issues on women empowerment, sustainable development, human values like justice, equality, liberty and rights, caste issues, rights and duties, social responsibility, child rights, sexual minority rights, etc,. Similarly, the science streams deal with issues of environment, global warning, forestation, flora and fauna and sustainability etc,. The commerce and management programmes inculcate the business ethics, professional etiquette and moral values, ethics in business, fare pricing and competitions and moral business practices etc.

The institution is committed to not only imparting the values that are mentioned in the curriculum but go beyond that to impart values that are needed to empower the youth intellectually, morally, socially, spiritually and into holistic individuals who will transform the society for a better world.

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

Response: 7

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

Response: 07

File Description	Document
Details of the value-added courses imparting transferable and life skills	<u>View Document</u>

1.3.3 Percentage of students undertaking field projects / internships

Response: 6.81

1.3.3.1 Number of students undertaking field projects or internships

Response: 142

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

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: E.None 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: E. Feedback not collected

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: 0.69

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
26	25	05	10	08

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 72.14

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
702	796	779	893	836

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
1253	1162	1062	1062	1062

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
701	768	691	754	755

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:

GFGC, K.R. Puram, is though situated in the semi-urban area, the majority of our students are form rural areas. As per the government of Karnataka higher education policy; all the students who apply in our college ae given admission compulsory. Once the students are admitted the IQAC along with all the departments organizes orientation programmes for all students. The departments then orient the students on the specific course outcomes, their advantages and difficulties along with opportunities. At this juncture the students are assessed as to whether they ae able to cope with the course or they need any assistance. The students who are not able to cope with the course are given bridge course (few classes) to familiarize and get a better understanding of the subject or course.

During the semester class test are conducted to assess the subject knowledge of the students, and during these tests if the students are still lacking in understanding the subjects then these are classified as slow learners and special remedial classes are conducted for such students. The remedial classes are organized by assessing the requirements from each departments and then the IQAC along with the committee for remedial classes prepares a time table and classes are conducted for them as per the time table. Besides these the weak students are also given attended to on one on basis by concerned teachers. There are mentors for every class and hence the progress of the students is monitored continuously. The slow learners are also assisted by the advanced learners in understanding the subjects.

The advanced learners are identified and encouraged to score high marks and aim for university ranks, both as an inventive for personal glory and for the benefit of the institution. The advanced learners are given reference books, and other additional resources like notes etc. to achieve the best result. The library provides them with additional books too. The advanced students are also encouraged to participate in the seminars and workshops. Present papers in the inter collegiate, state, national and international conferences and seminars. few of the journalism students even write columns and articles in the daily newspapers, take part in the T.V discussions etc.

Hence there is sufficient opportunity for the slow learners to catch up with the mainstream and the advanced learners get ample prospects to excel in academics and other spheres.

2.2.2 Student - Full time teacher ratio

Response: 19.31

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.24

2.2.3.1 Number of differently abled students on rolls

Response: 05

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

2.3 Teaching- Learning Process

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

Response:

The teachers take into account the standards and understanding levels of the students while teaching. Use of local language (as and when required) is one of the way of making teaching more students centric. The department of humanities organizes visit to legislative assembly, panchayat meetings, visit to printing press, T.V. channels and radio stations etc to give an experience of how they actually function in the day today life, thus making it more experiential learning.

The department of commerce and management organizes food court competitions, industrial visits, business model exhibitions. These events are organized by the students with the guidance of the faculty. During these activities the students participate actively sometimes as venders, purchasers, raw material suppliers, investors, and buyers etc, thus learning through doing model.

The departments of science and mathematics adopt problem solving method while doing practical, and doing projects. The department of maths organized project to make useful machines from waste materials. The students made fabulous day today tools form waste and learned many lessons on E-waste management and application of basic science theories. The department of English under the guise of 'English Club' organize English teaching classes to the nearby government school and pre-university students.

The topics of the projects to commerce and management students are once again based on the issues, events and subjects that affect the day to day life of students and people at large. The students write articles and contribute useful ideas to the college magazine and wall magazines. Our students also participate in the street plays, skits, debates, quiz and other cultural activities both within the college and the intercollegiate competitions, thus giving an exposure to learning through experience and participation.

Thus our students are given an opportunity to learn beyond curriculum through study tours, visits, events, exhibitions, solving problems, making tools, seminars, workshops completions etc. making learning more practical and experiential too.

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

Response: 90.74

2.3.2.1 Number of teachers using ICT

Response: 98

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: 52.15

2.3.3.1 Number of mentors

Response: 40

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

The responsibility of teaching and learning is not merely about completing the given task in a stipulated time frame work but going beyond the curriculum to make the student learn, imbibe, internalize and transfer what one has learned. This process of learning takes place only in the atmosphere of academic freedom, creative teaching and innovative methodology of pedagogy. Our institution has given the teachers utmost freedom to don any roles required in order to make teaching learning more experiential and participative.

Teachers use workshops, role plays, assignments, project works, field studies, industrial visits etc to make learning more experiential and effective. The department of commerce conducts business model workshops, sales and marketing strategy competition events, on site industrial visits to make commerce and management truly practical and learner centered and collaborative and participative learning. The department of maths inculcates research and experimental attitude among students through model making and debates on burning social issue and problems such as waste management, reuse, recycle etc although that's not the forte of the department. The arts faculty provide ample opportunity for students to learn current political and social issues by participating in class room debates and discussion, mock parliament programmes, visit to legislatures, courts, zilla panchayats meetings, by conducting surveys and participating in various social programmes and events organized in colleges and other places. Hence teaching is not merely a class room affair in this institution.

Teachers use all the available ICT tools and techniques to make teaching learning more interactive and participative. The department of kannada take its students to radio shows and makes them participate in the live talk shows and debates. The department of journalism has its own wall magazine and other journalistic flat forms to encourage students to become more participative, effective and collaborative in learning process. The post graduate students are encouraged to conduct seminar classes and present topics of their choice. Hence the institution is always positive for innovative and creative methods of teaching learning and prepares the teachers also towards this goal by sending them for continuous learning and training 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: 96.98

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

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

Response: 31.13

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
18	16	18	14	14

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 0.14

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

2.4.4 Average 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: 3.5

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
02	02	02	02	01

File Description	Document
Institutional data in prescribed format	

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

Response: 5.66

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
03	03	03	03	03

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

2.5 Evaluation Process and Reforms

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

Response:

The institution has in place a continuous evaluation of system where in students are assessed on the basis of performance in various aspects of teaching learning. Although the student's final exams are conducted by the affiliating university, the appraisal of students is carried on by awarding internal marks which is based on the continuous process of assessment. The internal marks are integral part of the final result and it is a must for students to get certain percentage of internal marks in order to pass the course.

The internal marks for the humanities is 50 and final exam is for 100 marks where as for the other courses its 30 for internal and 70 final exams. The internal marks are awarded to students after assessing various aspects of student capabilities such as class tests, assignments, class participation, attendance etc. due weightage is also given to students' involvement in college activities, participation in seminars, debates, etc.

The general modalities for distribution of CIE is set by the University but the actual implementation is the discretion of the college. We conduct a governing council meeting consisting of all HOD's and IQAC who decide the parameters of distribution of internal marks based in line with the university guidelines and local requirements. All the suggestions by the committee are adopted with regard to awarding marks to the students.

The decision taken in the committee meeting is then communicated to all the faculty to uniformly assess the students. The students who participate in the inter-collegiate, state, national or other academic competitions, including activities of sports, NCC, NSS etc are also given due weightage in awarding internal marks.

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

Response:

The internal marks are awarded by the subject teachers and it's the discretion of the teachers. Never the less the distribution of internal marks is based on various criterion which are already made known to the students every semester. The departments and the governing council along with the IQAC determine the basis of awarding internal marks hence the individual teacher cannot decide the outcome purely on his or her discretion alone.

There are parameters on which the marks are allotted like test, assignments, attendance, participation in the class room teaching-learning, etc and hence the students too ae aware of the parameters. There is less room for prejudice and favoritism. The marks awarded to the students are discussed in the class and the discrepancies if any are addressed in the class itself. After the discussion in the class regarding the marks the final list of corrected version of the marks are displayed in the notice boards for the benefit of those who missed the class room discussions on internal marks. This process of awarding marks makes the whole process transparent. The students are given a week time to get their internal marks corrected, added or sorted out from the date of announcing in the notice board.

The college keeps a balance between being robust and at the same time provide ample opportunity for the students to avail marks. Full internal marks are given to only those who follow strictly the criterions and show no signs of negligence. The students are given fare chance to score their internal marks. It also should be noted that those students who are not able to attend tests or submit their assignments for getting their marks are also given alternate opportunities to either write a test or submit assignments etc, if they have valid and genuine reasons supported by letters from parents, guardians or teachers.

The students are given ample time and opportunities to score their marks. There is also sufficient time gap between tests, assignments, and other home works so that scoring internal marks for students is not a burden. Due weightage is also given to students who ae involved in the curricular, co-curricular and extracurricular competitions. Hence the carrot and stick policy is followed while awarding best and least marks to the students at the same time keeping transparency and integrity of the process.

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

Response:

The ultimate process of teaching learning as per students are concerned is all about examination, results, marks and obtaining a degree certificate to get the best jobs. To address the issues concerning the above said mattes; the institution has taken many steps to ensure they are addressed amicably. Although the passing out final exams are conducted by the affiliating university and marks card and degree certificates are issued by the university, the college ensures that the process is smooth, time bound and effective.

Right from paying the examination fee to uploading of forms and getting their examination hall tickets are streamlined by the online mechanism. The students pay their fee on a given day and then they are given a form to fill the exam details which in turn is uploaded online. The uploaded information is then printed and pasted in the college notice boards to verify and report anomalies. This entire process is done by the office staff in coordination with the class mentors. So at this juncture if there are any difficulties or discrepancies for the students then with the help of mentors, the issues are settled.

The college appoints the examination committee who take complete responsibility along with the office staff to conduct the entire examination process smoothly. Once the exam fees are paid and students approval is done, the university gives the hall tickets to students which are again distributed to students by the mentors and office assistance. The committee makes proper arrangements to conduct exam and the faculty are assigned invigilation duty as per the request and the whole exam is conducted meticulously and with utmost discipline. Mal practice of any kind is discouraged and striclt actions are taken against such wards.

In order to get the marks results, marks cards, and degree certificates from the university, the college has assigned designate office staff and besides that there is also a teaching faculty who is appointed as liaison officer to address the grievances related to exam etc.

The marks sheets once received from the university are distributed to students in the noon 3 pm onwards and no fee is charged. Grievances related to exam are quickly addressed and office staff and liaison officer help the students to set right any difficulties related to exam and results. Hence the college is committed to

provide effective, transparent and proactive mechanism to address the grievances of the students with regard to their exam related issues.

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

Response:

Yes the college strictly complies by the calendar of events set by both the university to which we are affiliated and internally by the IQAC. In the beginning of the academic year the university send the calendar of events and so the governing council and the IQAC puts in perspective a parallel calendar of events to match the university events. The outcome of the meeting is communicated to all the departments so that each department can plan their own activities and events.

Once the calendar is in place the students are intimated about the events in line and are given sufficient time to submit their assignments, do their projects, prepare for their internal test etc. the students are intimated about the topics of their projects and assignments well in advance so that students can ask for alternate topics and issues. The college conducts one common test for all the students and rest of the home works are assigned by each of the subject teachers and departments.

The students are also given sufficient space to take part in various co-curricular and extracurricular activities, like sports, cultural and other competitions so that they can balance the academics with other activities. The examination committee organizes the exams and takes all the necessary steps to ensure that the internal marks are uploaded on time for the effective conduct of exams. The IQAC ensures that the schedule regarding conducting of seminars, workshops, special lectures and other remedial classes and coaching classes are conducted in accordance with the calendar set by it so that there are not confusions either in the mind of the students or teachers. The final year management students who need to submit projects are also guided well to ensure that the submission is done in time so that the viva voce can be conducted in time by the university without any disturbance in the schedule. The NCC, NSS, Scouts and guides, Red cross, Sports and other units also schedule their activities in such a manner to suit the overall calendar of events of the institution, so that the students get sufficient time to space their holistic growth and give their best for continuous internal evaluations.

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 university to which we are affiliated drafts the POs .PSOs and COs and prints the same and distributes to the affiliating colleges. The college ensures that these are communicated to the students through either providing a photo copy or in any case it is dictated in the class rooms. The departments ensure that these POs .PSOs and COs are properly explained and made to understand in the orientation programme itself.

Besides these each subject teacher makes sure that the outcomes are specially explained and notes on these are given so that the students are well informed. The college website also contains a copy of all the courses and hence the students can access any time online.

Besides these the entire programmes and special lectures and discussion in the class rooms teaching is centered around these. Hence there is a continuous communication of the POs .PSOs and COs.

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

Response:

The success of student's career depends on successful completion of his course and passing out the degree in flying colours. As per the success of the institution is concerned it is the programme out come and course outcomes etc. that matters. The faculty and the entire institution feel satisfied once this objective is achieved. At GFGC K.R. Puram we assess the outcomes of POs .PSOs and COs, through success rate of students pursuing higher education, the ability of students to follow the basic instruction in the subjects studied, from the way they handle problems in college and in life and getting employed as per the skills.

In the college the assessment is based on how students approach the tests, assignments, projects and other works assigned to them. The students 'ability to understand the course outcome is measured in terms of his/her ability to communicate and carryout basic academic related tasks without any trouble. If the students are able to score good marks, and perform day today tasks at college with precision and understanding.

Another manner of measuring the attainment of outcomes is the feedback taken from the students with regard to the programmes/course etc. The feedback helps the institution to make necessary changes in the academic goals in order to suit the students' needs as per the course objectives are concerned. The fact that many of our students are pursing higher education i.e post graduate courses is an indication that the POs.PSOs and COs are achieved as desired. The high pass percentage in all courses is another method of measuring the learning outcomes, which gives the institution the measure of success in the course outcomes.

2.6.3 Average pass percentage of Students

Response: 62.77

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

Response: 2384

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

Response: 3798

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]()

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: 11.9

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
00.0	0.90	3.00	5.00	3.00

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4.63

3.1.2.1 Number of teachers recognised as research guides

Response: 5

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

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

Response: 0.17

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

Response: 09

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 institution has always been positive and genuine in creating an academic atmosphere that is encouraging, creative, innovative and progressive to all the stake holders. The entire teaching learning process, the utmost purpose has been to create a bunch of students and teachers who excel in whatever they are engaged and to promote flavor for research and development. The majority of our teachers are either Ph.D. holders or M.Phil. degree holders. Few of them are seriously engaged in research works and guiding the Ph.D. or M.Phil. research scholars. Every year our teachers publish research articles in UGC recognized journals and write books and contribute chapters in various books regularly.

The teachers are given the opportunity to continue their higher studies and do research while working by sending them for faculty development programmes etc. the faculty is encouraged to present papers and attend seminars in any such events both inside and outside state. The teachers of our institution are part of board of studies and other academic bodies of private colleges, autonomous institutions and universities within the city and outside. The books written by our faculty are text books for other colleges and universities too. Some of the faculty are also members of advisory board of colleges and universities.

The students have been given ample opportunity to participate in seminars and present papers in the workshop and seminars. The students are given project works and assignments to do research and create fresh source of knowledge. There is college magazine, wall magazine, and other avenues through which the students can exchange knowledge and information. There are various clubs and associations which provide the necessary platform for the students to share and contribute knowledge. The college provide the atmosphere for healthy competitions for exhibiting literature, science, debate and quiz and creative skills and knowledge sharing. The post graduate students compulsorily present seminar papers for their internal marks. Hence there is a positive academic atmosphere which encourages both the teachers and the students to pursue research and innovations.

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 Ph.D.s awarded per teacher during the last five years

Response: 2.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 11

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

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

Response: 0.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	14	04	10	09

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

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

Response: 0.2

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

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

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

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

Response:

In the last five years the college has been involved in very many social activities both in the college campus and in the neighborhood. These social activities ae carried out by two NCC units (Army and Air Force) two NSS units (one self-financed) Red cross unit and Scouts and Guides, Rovers and Rangers, Sports and cultural teams, women cell, English Club etc

Every year the NSS organizes minimum two camps in the rural villages. There sthe students create awareness and education socially relevant issues. They organize skits, plays, quiz, cultural programmes and conduct awareness campaigns on issues such as girl child education, women empowerment, anti-dowry, equality, cleanliness, health and hygiene etc to the villagers. The NCC wings organize many campaigns and events to create social impact in the neighborhood and in the college campus. Programmes on swatch bharath, yoga, demonetization, and GST were organized for the neighborhood community by way of processions, door to door campaigns, street plays and lectures. All the central government programmes were promoted through and publicized. The NCC Army wing has adopted an old age home near by college and the cadets in rotation go to the old age and render service like taking care of them, talking to them, and spending quality time with them. A rally was organized on international women's day to create awareness on women empowerment and to protest against crimes on women.

The Red Cross unit along with the scouts and guides have organized many social programmes such as blood grouping and donation, health checkup campaigns, First Aid certificate classes etc. The English club organizes' teach English' classes to the neighboring government schools and pre university students. English is a biggest hurdle to many of the rural students and hence the English club has taken this social cause.

Lt. Patrick Rajkumar, Associate NCC officer, is the coach of the Indian Blind cricket team and under his able guidance the Indian Team had won 3 world cups organized in different part of the world. The recent victory has been the 2017 2nd T 20 blind cricket world cup against Pakistan in the 10 /nation world cup. Besides these the sports team, cultural team, women's cell etc regularly organize various socially relevant and impactful programmes to create, sensitize and educate the neighborhood and the society at large.

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

Response: 3

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
1	0	2	0	0

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

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

Response: 23

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
6	5	5	4	3

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: 28.24

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
900	700	550	480	450

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: 13

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
3	3	3	2	2

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

26-02-2018 10:27:09

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

26-02-2018 10:27:09

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 institution has ever growing and is always in want of more class rooms and other infrastructure facilities is no doubt true. Yet we have sufficient class rooms and basic infrastructure for the conduct of successful teaching learning process. The institution is operating on the basis of shift system to accommodate increasing demand for courses in our college. We have 25 class rooms and all of them have access to Wi-Fi network and most of them are also smart class rooms. Under the central government RUSA grant we have converted most rooms into smart class rooms with facilities to access internet. We also have smart board in few of the classes. We have 6 laboratories and few are fitted with smart boards and adequate facilities, equipment and practical tools are available. Nearly 63 computers are in the best of working conditions and is being used by the students in their practical. We have 2 KV UPS and genset to provide uninterrupted power supply. The campus is Wi-Fi enabled and we also have cyber Centre and reading room etc for students and staff. All the departments have been given a laptop and hence most of the teachers have RUSA funded laptops or persona laptops for teaching learning purpose. The library has purchased more than a lakh worth books last year itself and every year it adds more books and magazines and other reference books to the library. The entire library is automated and is ICT enabled with online access to information.

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

Response:

The institution has adequate facilities for sports and games. There is a huge and well maintained ground in front of the college. It is a multipurpose ground with cricket pitch at the centre and accommodates games like football, kabaddi, volleyball, kho-kho, and other athletic field and tracks. The fact that the college produces every year university players in many sports and games is a witness to this fact. We have world university high jump medalist, cyclist shuttle cock players representing universities and inter college competitions etc.

The indoor facilities include the chess, caroms, table tennis gym and weight lifting etc to prepare good indoor players. We have produced university chess champion, and university representatives in weight lifting, body building, gymnasium, and other sports like judo etc. we also have a shuttle court and cycling facilities for the students. The cultural team is provided with all kinds of support both financial and physical space. There is a cultural fee collected from every student as part of the course fee structure and hence the entire fund is used for purpose of developing the cultural, social and other skills of the students. They take part in the inter college and other cultural competitions. Expenses of costume, travel, participation fee and other miscellaneous expenses are met form these. The sports fee is used for the development of sports and games including participation in the competitions.

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

Response: 90.63

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 29

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
129	55	34	6	72.8

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:

Yes, the library is automated with easy lib library software. The students can have access to the library using the smart card with bar code. The books are all entered on OPAC and hence the students can have access to these books online. We are practicing the open access system where in the students are allowed to access from the OPAC generated windows.Yes, the library is automated with easy lib library software. The students can have access to the library using the smart card with bar code. The books are all entered on OPAC and hence the students can have access to these books online. We are practicing the open access system where in the students are allowed to access from the OPAC generated windows.

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

Response:

The library has more than 60 thousand books including reference books. There are also other collections like the journals, INFLIBNET, CDs for the visually impaired students and magazines and dailies. The library is in the process of getting few reports from the BBMP and other state archives especially the commission reports and findings. The library is also planning to get in touch with the government of karnataka and other archives for getting the rare collections of books , and manuscripts

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: D. Any 1 of the above

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

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

Response: 7.6

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
2.4	1.5	16.9	8.2	9.0

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.5

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

Response: 340

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has more than 63 computers with two computer labs. All the departments have laptops and few have personal laptops too. there is also a browsing Centre for the students and staff. The accessibility of the internet facilities and the speed of the network is something that we keep adopting and improving. The department of computer Science keeps the computers with the latest software and the IT committee makes sure that the speed and the effectiveness of the internet service is updated and up graded. The WI-Fi facilities are extended to the entire campus with

Yes the institution updates the IT related software regularly such as windows, Linux C, C++, JAWA, VB, SQL, MS office 2010 etc. The WiFi of the college has speed of 2MBPS and the campus is Wi-Fi enabled. Few class rooms are fitted with smart boards and efforts have been made to get more such smart boards. The anti virus software are updated and all the computers are protected with anti-virus software. The latest

anti-virus software is uploaded to the systems

4.3.2 Student - Computer ratio	
Response: 20.86	
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 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: 100

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
129	55	34	6	72.8

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 being a government entity, the state government makes sure that the maintenance of the building and its infrastructure is taken care through its auxiliary agencies such as BBMP, BDA. PWD etc. whenever we require any maintenance work or renovation or structural changes, then we contact these bodies and they come and do all repair, renovation, beautification and maintenance work. The CDC chairman, (MLA) and the members make sure that there is some work or the other is carried out annually. Construction of sports facilities and auditorium or water and other requirements are all done by the respective government departments. There are few areas such as computer and ICT related issues are maintained by the private players. These private agencies are asked to do the repair and maintenance work base on the least and efficient quotation basis. Hence most of the maintenance work is carried out by the various departments of the government and those that are not possible for the government agencies then the institution gets them done through the private agencies on the basis of need.

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: 12.38

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
302	355	121	245	361

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

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

Response: 12.38

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
302	355	121	245	361

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[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: A. 7 or more of the above

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: 3.71

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
100	80	80	75	75

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	00	0	0

File Description	Document
Details of the students benifitted by VET	

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	

5.2 Student Progression

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

Response: 27.31

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
194	178	180	154	160

File Description	Document
Details of student placement during the last five years	

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

Response: 10.71

5.2.2.1 Number of outgoing students progressing to higher education

Response: 71

File Description	Document
Details of student progression to higher education	

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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: 2.67

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
01	00	00	01	00

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
20	15	15	12	10

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: 15

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
02	02	06	03	02

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

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

Response:

The institutio follows the UGC and state rules on the formation and establishement of a student council and hence the college does not have a formal student council elected by the students through elction direct or indirect. neve the less the college does have class representative system in whcich each class nominates two class representatives, a boy and a girl, who will represent the class. these representaives take the initiative to represeent the grievances of the class and also take leadeship in organinsing functions, class trips, study tours, academic coordination with the faculty, notes distribution, exchange of vital informations, and taking respinsibilities for the class.

These representatives also represent the college in various committees and assocaitons, be it cultural team, women cell or in coordinating other important college programmes and schemes. They play imporant role in organising national festivals and events in college. These class represetatives are part of college magazine, students grievance cell, discipline committee and for assiting in the admistrative functions. The sports and cultural cells very mcuh depend and function on the support and guidance of the students as they have better interaction and understanding with the student community.

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

Response: 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
02	02	02	02	02

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:

Government First Grade College, K.R. Puram has just celebrated the silver jubilee year. It has been a long journey of learning, facing difficulties, hoping for better facilities and coping with increasing number of students etc. although started with very few number of students and courses, today GFGC has made a name for itself not only among the government colleges but even among the other private colleges.

The quantity and quality of development, although cannot be completely credited to the alumni, but one cannot deny the important role the alumni has been playing in shaping the growth and development of the college. The college has received assistance from the alumni in various forms, be it monetary, or physical help, or in terms of getting infrastructure, providing class room facilities or supporting in organizing any particular workshop, seminar, or event, or getting admissions to college etc. the alumni has always been the backbone for the college. Many of the alumni members are settled well in the society and are active in politics, and local administration etc and hence they help build the college into an institution of excellence. Much of the fund from the government has been due to the influence that our students have been exerting.

Media is another field where many of our students have excelled. Many of them are in T.V channels, new papers etc hence every bit of opportunity is used by them to high light the college and seek for assistance from government, or to publicize college activities etc. every little programme is published either in the newspaoers, T.V or in the online portals. many of our students are also working in government offices and hence we get all works from government offices done easily and our students do it with commitment as it is for their college that they are doing. Most of our new admission are through word of mouth from our passed out students and hence directly and indirectly our alumni keeps giving back to the alma mater. Most of our students are from rural and semi urban area and hence huge funding may not come from them in terms of cash of cheque but definitely they do their every bit to get the best help for the institution from which ever angle.

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: 10

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

Achieve academic excellence with a holistic approach to transform students into outcome based intellectuals and globally accepted citizens.

MISSION:

- Make teaching-learning process interdisciplinary, research oriented and outcome based
- Inculcate social responsibility, ethical values and secular outlook among students to take up challenges in state of the art in science and technology
- Sensitize the students on gender equality and emerge as leaders with high competitive spirit to achieve selflessness
- Transform the students into prospective leaders by inducing the behaviour and

scientific skills during the course

GOALS:

- Strengthen the critical, analytical and technical thinking among students.
- Enhance the student potential through multi-disciplinary approach to make them trouble shooters

The institution is headed by a principal, who is supported by the office staff for the administration and for academic administration and implementation, he is supported by the governing council; consisting of Heads of the departments. The entire faculty of the college support all the academic and administrative functions. The college development council (CDC) also plays a very important role especially for financial matters and for coordination with the MLA and the college.

The college is affiliated to Bangalore university and all the academic issues are dealt by them, example framing of course, syllabus, conduct of examination etc., and for the administration purpose, the department of collegiate education headed by a commissioner (IAS) cadre and supported by director and joint directors (senior Teaching faculty) provide the necessary help. At the college level it is the principal who is the head of administration and is responsible for the successful administration of the college.

The principal in coordination with faculty and CDC plan for the growth of the college in every realm. The college plans its growth keeping in view the status of the students and their needs. All the major decision is taken in consultation with the entire faculty and if not at least with the governing council and the committee members. Transparency is maintained with regard to the financial matters. There is a purchase

committee and UGC committee which monitors the purchase of the items and usage of funds for the college.

The teachers cooperate with the leadership of the college irrespective of who the head is and work for the growth of the college unanimously as a team. There are several committees working in unison for the common goal of developing the college. Every committee consists of lecturers and mostly headed by a senior faculty with adequate representation of women teachers. There is a cordial relationship among the teaching, non- teaching and CDC members and that's the hall mark of the success of GFGC.

6.1.2 The institution practices decentralization and participative management

Response:

The success of our institution is relying on the fact that the entire administration is not dependent on any one single individual. The responsibilities of administering the college rests on each and every faculty of the college. The principal can nominate any senior teacher for administrative purpose when he is not able to be present. Then there is the IQAC which takes care of the quality sustenance and maintenance. There are various committee and associations headed by faculty who take care of the various administration and functions. There is NSS, NCC, Sports, Cultural, Women cell, Counselling cell and liaison officer and etc who take care of the respective functions and programmes. Hence the entire administration is delegated and decentralized for the purpose of effective outcome.

The office staff takes care of the students related issues such as admission, fee collections, marks card and other certificate related issues. The mentors take care of the student's progression and support. The principal takes responsibility for the overall administration. The CDC members address the issues concerning finance, development, law and order and other issues concerning the college. Hence all the responsibilities are shared by participation of all the stake holders equally.

Some of the example are like organizing an exam, which is the responsibility of the committee and principal just supports. The usage of UGC MRP and other funding which is the responsibility of the faculty concerned and the college just supports them. Organizing any function under the banner of NCC, NSS, Red Cross, or any other wings is the sole responsibility of the faculty in charge and not the college principal. The cultural coordinator and sports faculty all carry out their own activities independently and the administration and the principal just support and encourage. The Post Graduate course coordinator for example run the entire programme on their shoulders with the support of the faculty. They take care of all the administrative and academic needs. The heads of the departments for example are given full freedom to choose any guest faculty of their choice. Every department has its own agenda and action plan which they get it planned and implemented with the support of the principal and staff.

6.2 Strategy Development and Deployment

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

Response:

The institution has been eagerly looking forward to the construction of a multi- purpose auditorium for many years. this was one of the handicaps in the infrastructure sector and has been a big lacuna in organizing big events like international, national or any big events. The lack of a good auditorium was felt every time a major function was organized in our college. Even the last NAAC peer team suggested the same. Hence the college was adamant in getting one constructed in the college premise.

The governing council and the principal along with the staff held a meeting in coordination with the IQAC and made a proposal to the CDC members and the chairman. The proposal was accepted and immediately in 20013 -14 itself the laying of foundation stone was done. Initially it was meant to be a smaller hall then latter when the CDC chairman was changed due to the election results, the new Chairman MLA Sri Basawaraj Biarathi has been making every effort to complete the project with the revised budget and outlook.

The revised budget was huge and the facilities incorporated were sophisticated and hence the auditorium is nearing the completion with latest facilities and infrastructure. The new auditorium with the capacity of 750 seating. This plan although took many year for the completion, is definitely a worth mentioning in terms of how it was planned and conceived for a long time as part of the annual strategic plan and how it is going to be implemented. Along with this is the augmentation of class rooms which has been increasing every year proportionally with the increase in admission demands is also worth mentioning as an continuous effort of the college strategic planning and implementation.

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:

Externally the institution is headed by the commissioner at department of collegiate education supported by the director and the asst. directors. At the institutional level the institution is headed by the principal appointed by the collegiate education. These principals are appointed on the basis of seniority and can be transferred on completion service. Then there is the governing council consisting of the heads of the departments to assist and advise the principal on policy and administrative matters. Every department has a head and all the departmental responsibilities are organized by the heads in association with the faculty. The college development council headed by the local MLA and the local leaders is another cog in the college administration. The CDC plays a vital role in terms of advice, finance generation, security and local support and help maintain cordiality in the vicinity.

The office administration is headed by a gazette manager along with accounts supervisor and other office ranks such as accounts executive, typist, senior clerks and junior clerks group employees etc. various committees are created for carrying our administrative and other works such as UGC committee, NAAC committee, IQAC, examination and fee, marks card, scholarship, student grievances, cultural, library and reading room, women cell, minority cell , etc, to make admiration more transparent and effective. The recruitment of the teaching and non-teaching are done in accordance with the service rules of the government of Karnataka and public service rules. The promotions are also based on the terms and conditions of government policies and are strictly adhered by the institution. All the staff are given equal opportunity for service and development. There is also opportunity for all the members to raise any

grievances and issues both within the college and higher up in the department or judicial bodies. The Redressal mechanism is available both at the institution level and the departmental level. The CDC members and the governing council members do handle the cases as per the requirements.

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: B. Any 4 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 carries out its objectives and goals through the various bodies and committees created for performing different functions. Right from admission committee to the examination committee and women cell to SC/ST cell to grievances Redressal cell to counselling cell all work towards holistic development of the students. It was the grievances of the students about the online admission which was raised in the meetings of the principals with the commissioner of the collegiate education, which lead to the revoking of off line admission, in other words centralized online admission was cancelled and direct admission by the colleges was reinstated. This process of admission was very ambiguous and difficult for the students hence the old direct system of admission was revoked.

Once again it was the complaints of the girl students to the women cell that provoked the women cell and the IQAC and the NAAC committee to work towards procuring the incinerator and the sanitary vending machine through sponsor. This was materialized last year and the students now have access to this. The fee payment and examination innovations is one again was the suggestion from the examination committee and the student's grievance committee that these changes were made. Fee collection by mentors and teachers class and day wise rather than by office in general. The numbering of the benches for smooth conduct of examination and the online availability of hall tickets are other changes that have helped the students. The distribution of marks card to students every noon after 3m is another positive practice adopted by the office after complaints for the student grievance cell and the counselling cell. Few years

back the marks cards were distributed on particular days. Setting up of solar energy and generation of electricity to supply back to the electricity board to reduce the burden of bills is the suggestion from the interaction between the CDC and the governing council meetings. Green audit was done last year on the suggestion of the governing council and IQAC. Employment mela and skill development training sessions are some of the suggestion given by the counselling cell to be implemented for the students, which saw increase in such programmes being organized by the placement cell. So many of the development programmes and schemes such as building new class rooms, gym, water facilities etc were implemented after the suggestions and interventions from the various cells and committees.

6.3 Faculty Empowerment Strategies

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

Response:

The institution supports and encourages its staff both teaching and non-teaching staff so that there is overall growth of the institution and its stake holders. The teaching staff are provided with staff room and with comfortable seating facilities. The ladies are given a separate room with restroom facility. The staff can use the library and other e content facilities. The staff are given leave facilities that are entitled to them without any harassment. The promotions and other monetary facilities are provided as per the government rules and regulations. The female staffs are given Maternity leaves as per the government norms and the male teachers are given paternity holidays. The faulty are sent for training and development purpose on a regular basis. Refreshers course, orientation programmes, counselling training and other short term training and long term training are few such programmes to which the teaching and non-teaching faculty ae regularly sent.

The staff have access to sports and gym facilities in the college. There are few cycles too which the staff can make use of fitness and relaxations. The ladies have incinerator and the vending machine for sanitary napkins. The college is cooperative in terms of signing letters for availing loans and other financial benefits etc. the institution is also very cooperative and responsible in getting all the promotions and other service benefits.

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
00	00	00	00	00

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: 35.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	10	7	17	17

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:

The institution has performance appraisal system for the teaching and nonteaching staff every year. The teachers are assessed at two levels. In the institution the teachers are assessed by the students and the peers. The second appraisal is the annual assessment from the collegiate education regarding both academic and other aspects. The nonteaching staff are also assessed annually regarding their performances. The newly recruited staff from 2006 onwards are assessed regularly for their promotions and every stage they have to score certain API points. Unless the faculty score the required API points, they will not be eligible for promotion to next grade. In the recent past the collegiate education has also introduced academic audit for all the faculty and hence this helps very much in the appraisal of the staff convenient and effective. Every year the staff will have to submit the academic audit to the IQAC and this record will be maintained for all the future promotions and other considerations.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

There is a three-fold audit conducted in the institution with regard to the finance is concerned. The first audit is done at the institutional level by the various committees and the governing council along with the principal. Then there is internal audit organized by the state audit team and this is done every year. the audit by the AG central government is done every alternative year or whenever deemed necessary. These audits are carried out independently and if there are any discrepancies then objections are raised to which the head of the institution has to respond. Both the state and central audit team can raise objections and the institution has to give apt response with compliance report. The AG audit is especially relevant in terms of the UGC funds like major and minor projects and seminars or workshops etc. This is one of the reasons why the UGC committee of the college makes sure that the audit at the institutional level are conducted as a precaution. The audit objections can be either for the individual or for the institution depending upon who has handled the finance.

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

Response: 105

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
50.0	0.5	2	2.5	50.0

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

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

Response:

Our institution is fully funded by the government of Karnataka and hence majority of the funding for infrastructural development comes from the government agencies. It's a fully government owned and administered by the department of higher education. Never the less the development of the institution depends upon the manipulation of the resources and the political and administrative influence the particular college is able to maneuver in order to get the best deal. Usually the government shares the fund with all the government colleges equally or sequentially. During the last one decade our institution has been able to accumulate maximum fund from the government towards college development because of the strategic planning and academic progress the college has been able to achieve.

The UGC has given huge amount of grants for the various projects, seminars and general development. Besides these there have been other government agencies like BBMP, RITES etc from whom our institution has been able to get grants for development. The college has got considerable amount of grants form local CDC Chairmen (MLAs) for constructing class rooms, toilets, sports facilities and auditorium etc. The institution has follows the policy of transparency in awarding tenders and purchase of goods and items. None of the members in the institution involve directly or indirectly in any of the financial dealings. The institutions make use of its resources for maximum benefit of the stakeholders by utilizing the available resources and continuously improving the infrastructure either through the funding from the government, semi-government or private company sponsors and individuals.

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 Internal Quality Assurance Cell of the institution has been the back bone of the college in many aspects. It consists of the coordinator and few members from the teaching faculty and the manager and few advisory members from industry, academic and technical experts.   The IQAC contributes significantly in institutionalizing and setting bench mark for the college to grow, improve and progress towards becoming the best institution. Right from planning the calendar of year till the appraisal and academic auditing of the faculty and setting goals for development is orchestrated by the IQAC. The departments in association with the IQAC set annual plans and objectives. At the end of the year the IWAC help departments analyze the outcomes and set new goals. As per the institutional goals are concerned the IQAC strategizes the development plans and coordinates with various committees and associations for better results. Every committee and associations consult the IQAC for better quality and effectiveness. The annual quality reports and other information are consolidated and reported to the concerning bodies. The detailed

information regarding individual faculty and the departments are maintained by it. The reports to the State IQAC cell and the NAAC are prepared and finalized by the IQAC in association with the various committees of the college.

The IQAC keeps the college and the faculty updated on the newly emerging trends in academia and overall quality paradigm. Trainings on new trends and emerging areas of education are shared among the faculty and also the faculty are sent to different places for training and development on quality and management. The faculty are trained and supported to take up UGC Minor and major projects, and also to apply for seminars and workshops. The IQAC also helps the departments in conducting national or state seminars when they are organized in the college. Reformations in exam and student support are also planned and strategized by the IQAC in order to bring effective and quality administration. In fine the IQAC acts as the strategizer, developer and implementer of quality sustenance programmes and projects in the institution.

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 has shown keen interest in the growth and development of its student community through holistic approach to teaching learning process. Although the institution exercises only indirect control in the development of the curriculum, there is lots of scope in the structure and methodology of the teaching learning process. The IQAC plan the calendar of events for the academic year. It tries to accommodate latest and modern tools in ICT etc and advises the faculty on use of latest information systems to make teaching learning more meaningful and relevant. The results of the departments are collected by IQAC and the departments are briefed on the performances of each and every departments as an act of introspection. Every semester there is the departmental meeting and the governing council meeting along with IQAC to do a SWOT analysis of all the departments and performances of the college as a whole. The teachers are given opportunity to go for training and advancement in teaching skills and spheres of higher educational. The method of awarding internal marks is reviewed and discusses every year so that the latest concerns in education are addressed. Every year the topics of projects and assignments keep changing to make the students more responsible. The criterion for conducting test and distribution of internal marks are also based on responsible

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

Response: 2.2

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	2	2	1	1

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: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

The institution has made real time development ever since its accreditation in the first cycle. The developments are tangible and measurable both in terms of infrastructure and academic. The peer team had suggested for introducing few new courses like BBM journalism and post graduate programme in kannada. This was achieved within a year or so after the first cycle. Along with this the suggestion was to introduce more faculty for political science and also to motivate teachers to take up consultancy work and use ICT in teaching learning. Even this has been fulfilled and now the political science department has six permanent faculty and faculty do use ICT. The space augmentation was another concern of the peer team which again was addressed immediately. Certificate courses and placement cell were other suggestion to which the institution has made promising developments.

In the second cycle few more suggestions were made and the institution is proud to acknowledge that many

of the suggestions have already been achieved. The suggestions were to start few more post graduate courses and we have started three more in the recent past. Remedial classes were introduced for all the weak students as per the suggestions. The faculty were asked to take up minor and major projects and accordingly many of our faculty have in their credit minor and other UGC funded programmes in their sleeves. The further augmentation of infrastructure and modernization was another recommendation and the college is once again proved to be prompt in this area and has extended its infrastructure two fold from the cycle one. 9 new class rooms were constructed at the cost of 1 crore. Another 5 class rooms from MLA fund etc. The campus is WI-Fi enabled and computers have been updated and more internet facilities have been provided to students and staff. The placement cell has done significant jog in training and providing employability to the students in various companies. There is 30 k v genset for un interrupted power supply. The biggest and state of the art auditorium is in the verge of completion. The lady's toilet has incinerator and the vending machine which is one of its installation in entire state government colleges. There is a vast ground with multi sports and games facilities and also indoor games facilities. The gym is the other inclusion in the infrastructure and service facilities of the institution. The entire institution was recently renovated and painted to give a new look for the celebration of the silver jubilee of the college. So there has been immense incremental growth of the institution since the peer team visit in the cycle one till date.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

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

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

7.1.2

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

Response:

The institution takes pride in stating that there are more than 50% female candidates in our college and that gender equity and sensitivity is highly reflective of this fact. There is the women cell which addresses the needs of girl students. The college also has security at the entrance of the institution to make sure that the girls are assisted. There is also the discipline committee in the college consisting of the NCC, NSS, sports etc who take due diligence in monitoring the whereabouts of the girl students in particular. The women cell conducts orientation classes in the beginning of the academic year on the nuances and code of conduct in the coeducation colleges. The girls are advised on the do's and don'ts of behavior also. So there is absolute safety for girls in the college and if there arises any need of emergency then the local police are just within the vicinity and they are pressed into service in no time. The girl students have a separate toilet and they are well maintained with incinerator and vending machines to ensure that they are hygiene and health issues are also taken into consideration.

The institution has counselling cell common for both boys and girls and they can get their counselling. Besides this if the students feel the need to talk to only women teachers then the students are referred to women teachers who do the counselling in person. The girls are also provided with common rest rooms which they use for resting, relaxing, for health related matters. It is exclusively for the girl students and

there is a women teacher who is in charge of that room and the activities in the room are monitored by the teacher in charge so that no untoward activities occur. Besides all these the girls students are given preference in every area of student life in college, such as fee admission preference, fee collection process, examination, issue of marks cards, or any other queries related to them.

7.1.3 Alternate Energy initiatives such as:

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

Response: 83.33

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

Response: 10

7.1.3.2 Total annual power requirement (in KWH)

Response: 12

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: 1500

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3750

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 has a waste management dump yard and all the waste is dumped in that place. In most cases the institution makes use of the Bruhat Maha Nagara Palike (BBMP) the urban council which collects the garbage and other wastes every week from the college. There are very little waste that are generated in the college. The students are taught the need to keep the campus clean and not to litter the college. The water is a very precious and scarce source in our college and hence there is less wastage and the students use them responsibly. Constant reminders are sent to students to strictly practice restraint in wasting resources. E-waste is very minimal as the students are not encouraged to use CDs and other temporary e-resources. Most of the information is shared through online or through web and hence the e-waste is also very minimal.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institution is places within the 2.4 acres of land and there is a sprawling open ground which observes all the rain water. There is less concrete space and more of green and soft sand ground and hence the water seeps into the land. There is also a lake adjacent to the college and all the water drain into the lake and hence all water is stored in the lake. So there is no separate rain water structure in the college with storing capacity but the structure is in place to divert all the water to the open field which subsequently drains into the lake.

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:

Most of our students are from rural and semi-rural areas and commute to college through either public transport or by cycles. The college has a cycle stand for the students and very few of them use petro vehicles. Even majority of the faculty use public transport or use car- pooling to commute to college. There is no shop or cafeteria within the college building thus avoiding use of plastic or other waste materials. The campus is absolutely free of plastic and dumping of such wastes. The office is not completely paper free as per students are considered but as per the faculty are concerned there is less use of papers. The campus is well planted with trees and plants and is green. Although we don't have huge campus, the little space that we have has greenery. The NSS is maintaining a small park with plants and saplings. There is also few fruit trees and medicinal plants to add to the greenery

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: C. At least 4 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: 10

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
2	2	2	2	2

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: 10

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
2	2	2	2	2

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: No

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	

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

Response: Yes

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: 10

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

Response:

The institution religiously observes the national festivals such as the independence day, republic day, state establishment day etc. the students and the staff take part in zeal and patriotism. In fact, the most of the schools and colleges within the vicinity come to our college ground to perform cultural functions and parade which is presided by the tashildar and the MLA and other officers and leaders. The Gandhi jayanthi, Amberkar jayanthi, Kanaka jayanthi are few of the birthdays of great leaders that are observed with great fervor. While celebrating these national festivals, importance is also given to other many such festivals and locals festivals without losing the essence of the spirit of the constitution and other fundamental laws that govern the fabric of the society. The students and staff are given the freedom and the responsibility to observe, celebrate any other days of importance, be it leaders, events, religious festivals, or other ideologies that inspired present or past without any fear or favour. The college is a nurturing ground for future leaders and entrepreneurs to make difference to the future generations. Youth icons or national leaders yesterday and today are cherished and celebrated in our campus in the right spirit and atmosphere. Rallies or street plays are performed on those days citing their ideologies and ideas. Exhibitions or cultural events are held in their names. The students are encouraged to participate in the debates and competitions in their name and history. Their pictures and posters are displayed along with their ideas and ideologues to inspire and encourage the students so that they get inspiration form such leaders and their history.

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

auxiliary functions

Response:

The college is committed to the national transparency and accountability policy. The institution has witnessed many projects of the government being implemented in our campus for the very reason that we have been following strictly the UGC, state government and central government policy on transparency and E- procurement and E- tendering etc. we comply by the latest rules on procurement and tendering on all purchases. Be it construction of building, auditorium, purchase of books, materials, electrical and electronic items, lab equipment, computers, stationery or distribution government laptops to students and selling of old items to distribution of scholarships there is complete transparency and online transactions.

The awarding of internal marks to declaring of results is transparent and online process. The scholarship to students is distribute through online bank transfers even the application for these schemes are online and very impartial. The entire library books are purchased through the online tendering and online purchase model. The lab equipment is procured through tendering and minimum three tenders are called for before finalizing the purchase orders. Audit of all the revenue is done at regular intervals and hence every rupee is accounted and audited to ensure transparency and accountability. The committees and cells like NCC, NSS, Red Cross, Scouts and all other auxiliary functions perform their duties in line with the transparency and accountability policy. The committees that handle money directly or indirectly are compulsorily audited and financial compliance have to be maintained. The sports and cultural funds are audited and annually reported to the audit team. Hence the college follows all the methods of accountability and transparency strictly.

7.2 Best Practices

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

Response:

one of the best practices the institution practices are the installation of incinerator and sanitary napkin vending machine for the ladies in their rest room. The installation of this machines is one of its kind and first of its kind in any government colleges not only in Bangalore but the state. it is a pride for the institution that such a machine has been installed to burn the used sanitary napkins which otherwise would have been a health hazard and created hazardous waste in the campus. The ashes from the burned waste are then used for the plants as manures. Then there is the vending machine which is operated with Rs. 5 coin and by inserting this coin the girls will be able to get a napkin pad at this low price. This gives the students the opportunity to get pad at affordable price and at ease too.

2. GREEN AUDIT: The college has conducted a green audit, through which the college is able to assess the air quality and the green cover of the college. The audit takes into account the number of trees in the campus and the good oxygen that emits through the presence of flora and fauna. This help the college to assess the quality of the air in the campus and the necessary measures to be taken to improve the quality of air, so that the stake holder have a quality life in the campus

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:

The institution has been doing a fabulous job in educating the least privileged and marginalized section of the society for the past 25 years. we can proudly place on record that most of our students belong to the SC and ST and economically weaker sections and subalterns. We have been admitting every student who has been applying to our college without denying on the basis of marks secured. The vision and mission of the college is to educate as many youths as possible, so that everyone who passes out from the portals of this college can dare to dream, develop, succeed and contribute to the world. Of the lofty ideals the college serves, the distinctive feature of the college is the education of girl children. The institution can boast itself of the number of girl students that pass out from our college.

There has been an incremental growth in the percentage of girls getting admission in our college in the recent past. Our institution has high reputation for girl education and this is especially because of the safety and security that we provide to our girl students. The girls have been given equal opportunity in our college in all spheres, be it education, sports or cultural or co-curricular and extracurricular activities. The girls have brought many laurel to our college like ranks in exams and awards and prizes in sports and cultural, NCC and NSS etc. The aim of the institution is to being holistic development and to build students who can take the world by horns and create an impact for better world. Empowering women and giving them equal opportunity in employment world and larger society is our goal. Hence the USP of the college among other achievements would be 'Beti bachaho and beti badaho'' or simply educate as many girl children as possible so that the entire society will be educated.

5. CONCLUSION

Additional Information :

The MLA, and CDC members show a great deal of importance and interest in the development of the college. The state of the auditorium is under construction and the work for the semi stadium in the ground has already began and construction of few more class rooms is already approved. The local councillor and the MLA though belong to different political partied they have always been positive in providing assistance and cooperation. The college has involved the entire community in its mission to educate and bring out better citizens for tomorrow. There is a cordial relationship among the local people, leasers, government agencies, voluntary organisations, and students.

Concluding Remarks :

In fine Government First Grade College, K R Puram, Bengaluru, is the light house of knowledge for the underprivileged, rural, marginalised sections of the society for the past quarter century in the history of the department of higher education, Government of Karnataka. It has been providing a yeoman service in educating, empowering and enhancing the quality of life of thousands of youngsters across the country irrespective of caste, colour and creed. The college has played a major role in building responsible, committed and effective citizenry who in turn have contributed to the nation building in various capacities. Our students have joined armed forces, police forces, hospitals, transport, government services, NGO's, private IT companies, Banks, and teachers etc. we take pride in educating the first generation learners and building better tomorrow for them and their families. There is a long way to go and the college aspires to provide quality infrastructural facilities for establishing a centre of higher learning in research and development. The college hopes to the best institution in the field of higher education and beacon the light of knowledge for many more generations be it the rural, urban, marginalised, subalterns, minorities and women. In the near future the college will not only be self-sufficient in infrastructure and other facilities, it will also become the envy of many private and government colleges in city. In short the future of GFGC K.R. Puram is among the best of institutions in town,