



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

HASANATH COLLEGE

NO 5, BYRAWESHWARA LAYOUT, HENNUR BANDE, KALYAN NAGAR POST
560043

<http://hasanathcollege.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hasanath College (Estd.1984), Hennur, Bangalore-43 is one of the college under the management of Hasanath Education Society, a Minority Institution was started in the year 1971 by its founder with an objective of social upliftment and empowerment of backward communities and minorities. The college is Grant-in-aid institution of Government of Karnataka and permanently affiliated to Bengaluru North University. The institution has been recognized under 2F and 12(b) of UGC Act of 1956. The college is located 12 kms away from Vidhana Soudha, 10 kms from Cantonment Railway Station and 2 kms from Manyata Embassy Techpark, Bangalore.

With this noble mission, the HES proceeded with the task of establishing an educational institution in the name of Hasanath, which means “**VIRTUES**”. The founders felt the necessity for education among the backward and minorities and in particular the Muslim Community and the upliftment of the community was the acute need of the day. The college offers education, both at UG & PG level comprising of B.COM, BBM, BCA and M.Com courses. The access for the students from down-trodden and disadvantaged sections is very easy in as much as the college follows the government order in admissions. Majority of the students belong to below the poverty line (BPL), low income group (LIG) and middle-income group (MIG). This organization extends benefit equally to all talented students irrespective of caste, creed, language and religion. The Governing Council takes care of its progress and monitor its growth vigilantly. The council comprises of educationists, philanthropists and social workers. Hasanath College accredited to NAAC with ‘**B**’ grade in the year 2008 and reaccredited with ‘**B**’ grade in 2014. College maintains good academic standards with regard to the highly qualified staff with experience in their field of specialization.

The college campus covers 2.5 acres of land with a built area of 9,500 sq feet; a properly maintained building with 9 lecture halls, Seminar Hall, Library and a computer laboratory. Vehicle parking and canteen facilities are available in the campus. The library has a good collection of 5,425 books. The college has a sufficient playground which caters indoor and outdoor games.

Vision

Our Vision is "to produce quality embedded graduates, culturally motivated, socially committed, honest citizens of this great nation, through value based, relevant curricula for the community at large and economically less privileged in particular."

Mission

To provide an environment where bright, energetic and creative students enjoy learning together to develop and acquire employability skill which will appeal to diverse organizations and nation building transcending inequalities-gender, caste, religion, region, income, and digital divide.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Grant-in-Aid institution from Government of Karnataka.
- Recognized under 2(f) and 12 (b) of UGC Act.
- With a vision and a mission for realization of objectives socially uplifting, academically enriching and empowering through value based holistic, learner- centered education.
- Elaborate feedback mechanism to gauge stakeholder perceptions of all segments.
- Mentoring and student support system taking care of all students in campus.
- Committed IQAC, bound to quality enhancement and sustenance initiatives curricular, co-curricular and extra-curricular student engagements, both on tracks and stage, with meritorious outcomes, various types of merit scholarships, several recognitions of NSS units.
- Pollution-free and eco-friendly green and clean campus.
- Extension opportunities to infuse students with a sense of responsible citizenship for nation building.
- NSS camps, rallies, philanthropic activities, and outreach programmes, activities to empower the marginalized and downtrodden.
- All-round and unstinted institutional support from the management for career planning, and to crown them all infrastructure facilities of the institution facilitating smooth higher level education.
- Healthy teacher-student relationship.
- Innovative and creative environmentally conscious best practices such as, eco-friendly practices, green campaigns integration of sustainability principles and practices into curriculum through awareness programmes and environmental studies.

Institutional Weakness

- Students have background of low Communicative skills get admitted in the College.
- Insufficient Funding from State / Central Government.
- Dwindling students' strength.
- Students have Low Economic background.

Institutional Opportunity

- Self-financing stream to be further strengthened to introduce PG and job-oriented programmes.
- Consultancy to be developed into an income generating source.
- For a fuller utilization of the infrastructure, evening schedules to be opened up, attracting a large number of educated youth who had to drop out due to occupational or early marriage compulsions.
- Research center to provide more output in the higher research areas.

Institutional Challenge

- Paucity of funds at the root of all challenges and constraints, infrastructure expansion involving huge

funds stalled due to inadequate grants.

- As a Government aided college with a fee structure fixed by the university, the institution compelled to find other sources for infrastructural and developmental activities.
- Globalization and Privatization of Higher Education.
- Due to the adverse influence of the media, mobile communications and internet there is a marked degradation of value system among the youth and its vibrations are felt in the campus.
- Due to the diminishing interest of students in arts and science subjects, there is a decline in the inflow of brighter students into the College. The exponential growth of the institution has led to cramping of campus and challenges further growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Hasanath College is affiliated to Bengaluru North University and follows the curriculum formulated by the University from time to time. The institution takes part in the process of curriculum development in individual and collective capacities. Each department of the college plays effective roles for implementation of the prescribed curriculum.

Academic Calendar is prepared to implement the curriculum successfully. All Theory & Practical classes are held according to a Time-Table prepared by the College. The departmental time table is prepared by every department after the central time table is finalised. Records of teaching and other activities of the teachers are maintained in a Teachers Work Dairy.

Faculties from the college assist the affiliating university in designing and developing of the syllabus. Conventional model of teaching-learning are supported with reasonable use of ICT to make the process more learner centric. Necessary infrastructural support is provided to teachers for better classroom delivery. Workshops, seminars and guest lectures are organised by the college relevant to specific discipline at Institutional as well as departmental levels. Students are encouraged to participate in the symposia, workshop, seminar, debate, quiz for enhancement of their knowledge base.

The college caters to the needs of the slow learners through extra inputs in tutorial, remedial, mentoring classes.

Feedbacks from students, parents and alumni are collected in regular intervals to help fine tuning the teaching learning process and overall academic atmosphere of the college.

The College has entered into MoU with few institutions to offer skill-based courses to enhance students' employability and teaching quality of the faculties.

Teaching-learning and Evaluation

The academic philosophy of Hasanath College has been student-centric since its inception. The institution strives to meet the learning needs of students from different background and abilities. The institution endeavors to identify slow and advanced learners by initial assessment of their learning levels and appropriate measures are taken to satisfy their learning needs.

The college adopts student oriented approach by planning and implementing quality methods for teaching-learning process. The teachers always take appropriate measures for a participatory teaching learning process. Besides conventional teaching-learning methods, e-resources, ICT tools and experiential learning methodologies such as seminar, group discussion, brain storming sessions etc are also adopted to enrich the learning experience of the students.

The institution has experienced faculty members in different domains. Apart from their expertise in their respective subjects and disciplines, they motivate the students to participate in sports, cultural, social activities for all round development of their personalities. They help the students to excel in their academic performances, strive to inculcate creativity, scientific temper and social responsibility. Teachers serve as mentors of the students and counsel them to take care of their intellectual as well as emotional well-being so as to improve their overall development.

The mechanism adopted by the institution for internal assessment is transparent. The institution adheres to the academic calendar of its own which is in conformity to that of the affiliating university.

The college has Grievance Redress Cell to deal with the grievances of the students in a time bound and efficient manner. Regular monitors meetings are held to ventilate the grievances and collective opinion of the students.

Research, Innovations and Extension

Research activities had been considered as individual initiative in Hasanath College and college encourages teachers for research to create a competitive research environment.

Apart from encouraging and providing necessary guidance to the faculties in submitting research proposals to UGC and other funding agencies, the college supports and motivates teachers to pursue higher studies and to publish research papers in reputed online and offline journals, books, proceeding volumes of conferences and seminars etc. The college has been organizing workshops for the students on Research Methodology separately for Commerce and management students to orient them for research activities.

A number of social outreach programmes and deliberations are initiated by the institution in which students and faculty members participate. The college is supporting Digital India Campaign by taking the initiative of cashless transactions which includes students' admission fees, examination fees, faculty's salary or any kind of remuneration. The institute also takes initiatives in creating awareness about malnutrition, sanitation, disaster management, social values and education and protection of girl child. The institute ensures participation of the students and the faculty members in extension activities organized by NSS, Students' Union and Alumni Association. Students are encouraged to participate in the awareness programmes on hazards created by plastics in the environment and the need for cleanliness in human welfare. The students conduct field research on standards of nutritional intake among the slum dwellers, their rate of school dropouts and perceptions on health and hygiene of girl child and women. Such studies help the students to understand the existing social situations, values and responsibilities.

Infrastructure and Learning Resources

Started in 1984, Hasanath College has been developed brick by brick with the help of public donations from well wishers and philanthropists subsequently it started getting grants in aid from the government. Presently the

college has multistoried RCC building along with auditorium, girls hostel, canteen etc. with a buildup **13963.61 sq. mtr in an area of 2.5 acres.**

The college usually uses its own field to conduct different outdoor games.

The college has cultural tradition. As the student fraternity represents different culture and community background the entire college has become a cosmopolitan one. The cultural activities of the college are displayed on various occasion through the performance of students and teachers.

To enrich the traditional academic system modern ICT facilities have been gradually infused. Presently college has a well equipped smart classroom, computer laboratory and two LCD fitted classrooms. ***The college campus is covered under Wi-Fi facilities for easy access of teaching and learning contents.***

A remarkable amount of the college annual budget is earmarked for development and maintenance of infrastructure facilities due to which there has been a visible growth in this direction. More over the college regularly receives grants from state government and from different funding agencies.

The central library of the college has strength of **5,324** books, journals 14 numbers of national and local dailies along with a number of printed journals and magazines.

The Wi-Fi facility in the campus is available through a well maintained leased line connection.

All movable and immovable properties, assets, electronic gadgets, furniture and other infrastructures are properly maintained by the institution.

Student Support and Progression

The college provides free admission to the economically backward students with the help of management. The institution assists the economically backward students by proving financial support. The college has schemes for scholarships to the meritorious and socioeconomically backward students.

Career Counseling Programs, Personality Development Programs, Entrepreneurship Development Programs are organized by the college through different cells for the benefit of students.

The college organizes remedial classes for slow learners through its academic departments. The college Counseling Cell organizes students' mentoring and personal counseling. The college celebrates World Women's Day, Teachers Day, Independence Day and Republic Day for the holistic development of all stake holders in general and students in particular.

Students are given opportunities to participate in academic and administrative activities of the institute through students union. In this union, the student members play both administrative and academic roles in organizing seminars, talks, symposia etc. Students are allowed to participate and express their views in policy decisions through their delegated monitors.

The Institution has committees on Grievance & Redressal for Students and Employees. Anti-Ragging Committee, Anti Sexual Harassment Committee and Equal Opportunity Cell have been constituted to ensure internal and external discipline to achieve a congenial academic atmosphere averting untoward activities,

student's unrest.

The Institution has developed a good platform for students support and progression in the field of academic and co-curricular activities. The Institution has an active Students' Union through which the college channelizes the students to participate in various activities.

The institution has alumni association 'HOPE' that works as a bridge between the present and the past students. The Alumni Association has created an anthem through which an emotional bonding among the past students with their alma mater is tried to be established.

Hasanath College has produced a number of alumni who have been able to occupy prominent position in society.

Governance, Leadership and Management

Since its inception Hasanath College has been trying to achieve its long and short term goals through a collective leadership system. The Governing Body of the college is closely associated with the Principal and other stake holders in determining the course of action for all round development of the institute. The college believes in de-centralization of powers and functions to develop a participatory management system. In this direction various bodies and committees are formed taking members from teaching, non-teaching staff, parents, students, alumni and community.

To enrich traditional management and administrative system, the college has adopted modern technology for prompt, transparent delivery system in administration. As a part of this initiative Admission System, Salary Disbursement has been made online. Most of the information and documents are uploaded in the institutional website for easy access by the public.

The college has adopted a suitable mechanism to redress grievances lodged by various stake holders. Grievance Redressal Cells are constituted for strategic redressal of such grievances. The teachers and employees of the college are encouraged to participate in various co-operate activities through academic, administrative and management bodies.

College follows a transparent financial administration. At the very beginning of any financial year, college budget is prepared with the help of teachers and employees taking into consideration the actual expenditure incurred in last financial year which is later placed before the Governing Body for final approval. After getting approval, the budget documents are made available to concerned stake holders for making financial strategies for the current year.

All Academic Departments are authorised to take administrative and academic decisions and make strategies for all round development of the students in consultation with Principal and IQAC.

IQAC of the college plays a pivotal role in making quality strategies, policies, prospective plans for holistic development of the college.

The college has evolved mechanisms for transformation of its Governance and Leadership through empowering various committees and cells constituted by its stake holders.

Institutional Values and Best Practices

Hasanath College has always pioneered in displaying the best institutional values and practices to address social and environmental issues.

There are separate common rooms for girl students with modern amenities. The Institution provides the facilities of hostels to the meritorious girl students. The campus is covered under CCTV surveillance.

Anti-Ragging Committee creates awareness about the consequences of involvement in any such activities. On the very first day of any academic session IQAC organizes a meeting with the students both new comers and seniors to apprise them with their roles and responsibilities.

The college has a Women Cell which organizes lectures and talks regularly on different issues. Self-defense training programs are organized to empower girl students. Sexual Harassment Prevention Cell is in place to prevent sexual harassment in any form in the institution. There are Grievance Redressal Cells to deal with different types of grievances.

To achieve environmental sustainability, institution has initiated certain solid, liquid and e-waste management systems. The institution strives to maintain eco-friendly lifestyle.

The institution encompasses various social responsibilities and values such as Integrity, Accountability, Punctuality and Humanity to achieve its vision of overall development of the students. It celebrates glorious social, historical and cultural traditions on various occasions.

The college maintains transparency in its financial, academic, administrative and auxiliary functions. The college has a good public relation with different people and communities.

The students seeking admission to the institution are usually from poor economic background. Moreover there has been a good tradition among the teaching and non-teaching employees to help their fellow members who face distress particularly in case of medical treatment.

To appreciate, motivate and to inculcate a sense of healthy competition amongst the students and teachers, the Institution follows some best practices successfully like Best Student Award, Best Outgoing-student Award, Best Teacher Award, Best Employees Award etc.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | HASANATH COLLEGE |
| Address | No 5, Byraweshwara Layout, Hennur Bande, Kalyan Nagar Post |
| City | BANGALORE |
| State | Karnataka |
| Pin | 560043 |
| Website | http://hasanathcollege.com |

| Contacts for Communication | | | | | |
|----------------------------|-------------------------|----------------------------|------------|------------------|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | ALLA BAKASH S. | 080-25438094 | 9740802250 | 080-2543809 4 | hasanathcollege@y ahoo.com |
| IQAC / CIQA coordinator | NAZHATH ARA BEGUM | 080-25514752 | 9845329314 | 080-2536242 3 | nazhathara@gmail. com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

| Recognized Minority institution | |
|--|---|
| If it is a recognized minority institution | Yes 2.2 Minority cer.pdf |
| If Yes, Specify minority status | |
| Religious | Muslim Minority |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| Date of establishment of the college | 01-01-1984 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Karnataka | Bengaluru North University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 28-09-2016 | View Document | | |
| 12B of UGC | 28-09-2016 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| 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 | No 5, Byraweshwara Layout, Hennur Bande, Kalyan Nagar Post | Urban | 2.5 | 882.5789 |

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 | BCom, Commerce | 36 | II PUC or Class XII | English | 90 | 90 |
| UG | BBA, Management | 36 | II PUC or Class XII | English | 60 | 18 |
| UG | BCA, Computer Science | 36 | II PUC or Class XII | English | 40 | 0 |
| PG | MCom, Commerce | 24 | B.Com or BBA | English | 30 | 28 |

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 | | | | 2 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 1 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 14 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 12 |
| Recruited | 2 | 2 | 0 | 4 |
| Yet to Recruit | | | | 8 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 0 | 4 | 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 | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 0 | 11 |

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | | 2 | | 2 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 65 | 0 | 0 | 1 | 66 |
| | Female | 42 | 0 | 0 | 0 | 42 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 17 | 0 | 0 | 0 | 17 |
| | Female | 11 | 0 | 0 | 0 | 11 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 8 | 0 | 0 | 0 | 8 |
| | Female | 22 | 0 | 0 | 0 | 22 |
| | 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 | 2 | 3 | 7 | 11 |
| | Female | 2 | 7 | 12 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 1 | 1 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 43 | 57 | 57 | 64 |
| | Female | 58 | 59 | 41 | 33 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 9 | 9 | 18 | 27 |
| | Female | 5 | 12 | 21 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 120 | 148 | 156 | 167 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 129 | 129 | 129 | 129 | 129 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 4 | 4 | 4 |

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 136 | 120 | 148 | 156 | 167 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 45 | 53 | 70 | 70 | 69 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 17 | 17 | 18 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 17 | 17 | 18 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 10

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8.65 | 16.49 | 8.49 | 10.38 | 4.19 |

4.3

Number of Computers

Response: 20

NAAC

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:

Hasanath College is currently having the following mechanisms for effective delivery of curriculum:

- i. At the beginning of an academic session, departmental meetings are held in every department in which the topics in the syllabus are distributed to the teachers after discussion with them.*
- ii. Number of classes for each topic is decided according to the syllabus and credits assigned to each topic/Group/paper etc.*
- iii. College administration provides a well constructed weekly Routine/Schedule/ time table for each year /semester for both UG and PG classes.*
- iv. Departmental Heads prepare the routine which is approved by the Principal duly.*
- v. Teachers prepare their lectures according to the syllabus allotted and classes available.*
- vi. Classes are held according to the schedule under the supervision of college administration.*
- vii. We have a central library for the benefit of the students. A good number of Journals (commerce and management) are subscribed by our college.*
- viii. Various classroom teaching methods based on various needs of different subjects are regularly used for the effective delivery of the curriculum such as:*
 - a. Chalk and Blackboard method*
 - b. ICT-enabled teaching-learning method.*
 - c. Use of models and charts for effective lecture delivery.*
 - d. Distribution of class notes by teachers.*
 - e. Group discussion amongst the students during the class.*
 - f. Micro-teaching and seminars by students related to curriculum.*
 - g. Paper presentation by the students.*

- h. Need based survey programmes, field works and educational excursions are carried by the departments.*
- i. Project work, dissertations are conducted for fulfillment of their degrees.*
- j. Seminars and special talks by experts are also arranged regularly for advance studies.*

Regular class test, Mid-semester examinations, regular assessment in practical classes, viva-voce, are done to keep track on the improvement of the students. Remedial and tutorial classes are also conducted based on requirement.

Departments maintain the detailed record of the classes, assessments, project reports etc.

College administration also keeps a vigilant eye on the results, departmental proceedings and student needs and also keeps record of the different activities of the college regarding teaching learning, development and improvements of different methods of effective curriculum delivery.

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

Response:

The college adheres to academic calendar provided by the University for Conduction of Continuous Internal Evaluation system (CIE). The academic calendar includes the dates of commencement and completion of syllabus, schedules of internal exams etc. It specifies the dates of term end examination. Tentative dates of practical exams and viva-voce and theory examinations are also given in academic calendar. The time table is prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The schedule of external examination is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for CIE.

- 1. Preparatory Exams are conducted every semester before university exams.*
- 2. Every teacher conducts regular class tests with MCQs on the related topic.*

After assessment of answer scripts are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers. The regular monitoring is done by the College Governing Council. The Principal conducts meetings on curricular and extra-curricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before university examination.

Along with continuous internal evaluation, academic Planning contains information regarding the following activities:

- a) Working period:*** The academic calendar indicates the annual working period of the teachers which

includes working days, teaching days, admission period, examination and valuation period as per the university and UGC guidelines. The total working days, as provided by the university per semester is 90 days for teaching work and remaining days are used for co-curricular and extra-curricular activities. Working days are strictly followed as per university guidelines.

b) Curriculum activities: The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.

c) Co-curriculum activities: The Various tests like unit test, common test, Term test, practical examination, Viva-voce exam, assignment project, seminar, group discussion to be conducted by the teachers, are indicated in the academic calendar as well as it indicates the specific period for study tour to be arranged in the session.

d) Extra-curricular activities: The academic calendar gives particular period to conduct extracurricular and social activity such as: Celebration of birth anniversaries of the national icons. Celebration of various national and international days. Tree plantation to keep campus areas green and to make the students aware about various environment related issues, blood donation camp and various other social activities to be conducted by NSS at the college campus and NSS annual special camps at selected villages.

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

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 4

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 1

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

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

Response: 4.41

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 30 | 0 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment

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

Response:

In order to integrate the cross cutting issues relevant to Environment and Sustainability, Human Values and Professional Ethics, the institution has imbibed different types of courses in the curriculum such as Indian Constitution, Professional Ethics and Environmental Studies for all UG & PG programmes. The students have undertaken a number of activities to inculcate these values.

Professional Ethics:

In order to nurture best ethical practices among the students, several courses have been included in the curricula. Perceptions of students on professional ethics have been enriched by exposing them not only through the curriculum but also through different kinds of seminars, workshops, lectures by eminent scholars with a view to imbibe and practice moral values in their profession. Further, workshop on Capacity Building for teaching and non-teaching staff has been organized on periodical basis to enhance the personal as well as professional growth.

Gender Equality:

Gender equality and equal opportunity for women are necessary in the institution. Every activity and program of the college provides equal opportunity for the development of the girl students and the female staff. For maintaining the equality among the staff and students the Women Cell and Anti ragging cell, Equal Opportunity Cell are in place. These committees take utmost care and provide support to girl students and the female staff. Meetings are conducted on regular basis and issues are discussed over to find solution for making a better environment for the women. Women development seminars also conducted in the college.

Human Values:

A number of activities comprising Human Values have been conducted ranging from working in old age homes, NGOs, organizing blood donation camps, health check-up camps, etc. The institution has also organised guest lectures by experts, spiritual gurus and luminaries to inculcate social, moral and ethical values in the students.

Environment and Sustainability:

A course on Environmental Studies of 4 credits has been included for all UG programmes. In order to sensitize students about the environment and sustainability issues, a number of courses were taught and activities such as seminars, guest lectures, industry visits and field excursions were organized. Environment Day is being celebrated every year.

1.3.2 Average percentage of courses that include experiential learning through project work/field

work/internship during last five years**Response:** 1.55**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 02 | 02 | 02 | 02 | 02 |

File Description**Document**

Programme / Curriculum/ Syllabus of the courses

[View Document](#)

MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship

[View Document](#)**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year****Response:** 50**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 68**File Description****Document**

List of programmes and number of students undertaking project work/field work/ /internships

[View Document](#)

Any additional information

[View Document](#)**1.4 Feedback System****1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** C. Any 2 of the above

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

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

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 26.09

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 73 | 36 | 56 | 58 | 64 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 220 | 220 | 220 | 220 | 220 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The performance of students is assessed by internal assessment tests and semester end examinations. The process of identification of slow learners comprises conducting discussion, internal tests, viva-voce etc.,

The performance or obtained grades/marks are the key indicators to categorize students as slow learners and advanced learners in a class. Under CBCS scheme, for students of PG programmes and present students of I year UG programmes, two internal assessment tests, and mid-semester exams are conducted before the completion of the semester. These internal tests are for lecture and practical models. Seminars are conducted in each semester for each student on a pre-assigned topic of the course. Tutorial classes also form the component of curriculum for assessment of students.

The bonding between staff members and students is highly appreciable in the institute. Distinction of the students over their performance is easily sought and hence categorization as advanced and slow learners is done. Advanced and slow learners are identified through their performance levels in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. The Institute promotes independent learning atmosphere that contributes to their academic and personal growth.

Special classes for slow learners are conducted to teach them in feasible manner with all necessary tools, such as models, pictures, animated videos etc. Upon series of interactions, required suggestions are given at the first stage with all necessary instructions to increase his/her strength to become good learner of both theoretical as well as practical aspects. As per the provision in CBCS guidelines, a slow learner is offered periodic tests to increase confidence level to learn subject and to perform well.

To avoid irregular students becoming slow learners, mentors take special care of such wards. Contacting parents, sending SMS and Letters to bring to their notice the performance of their wards at college are some of the measures followed by the college.

Other measures taken to enhance the performance of slow learners are as follows:

- *Remedial Classes*
- *Bridge Course*
- *Group Study System*
- *Provision of simple and standard lecture notes/course materials*
- *Motivational classes are conducted to improve the mental ability of student to analyze problems and to encourage student to attend classes regularly*
- *Revision of important concepts in a viable manner*
- *Extra assignments to strengthen learning*

Special programmes like professional coaching classes, skill development and communication development programmes, placement, provision to participate in various competitions such as case study

analysis, debate, group discussion, problem solving, decision making exercises, quiz programmes and other events are organized in and outside the college.

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

Response: 8.5

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Student centric teaching methods are adopted for effective communication of the subject knowledge to the students. Students are taught with the mission that fosters a learning environment which nurtures exploration of various skills and critical thinking about the subject. This presents new opportunities for academics in strengthening the courses under commerce and management.

The following are the highlights of student centric methods adopted:

- *Provision for individual involvement in practicals or project work, group work, role play, field visit, industrial visits, case study, debates, seminars, presentations*
- *Organization of educational trips and surveys*
- *Special lecture programmes*
- *Visiting faculties drawn from industry and academic institutes of repute supplement the teaching process and provide the information to bridge the gap between industry and academia*
- *Provision of e-learning sources*
- *Conducting workshops/seminars/conferences*
- **Experiential learning:** *This includes both individual and group experiential learning. Under group experiential learning system, a group of students are allotted to a faculty member who helps and guides them academically.*
- **Participatory learning:** *The students are engaged in activity learning viz., tours and excursions, group discussions, case studies, community surveys, describing visual images.*
- **Problem solving:** *Few departments have case study analyses/problem solving questions to be answered by the students. Students are taught to solve a problem/case study in each of the courses in the PG programmes. Thus the ward learns solving many practical cases after the courses.*
- *Active learning is another form of learning in which teaching strives to involve students in the learning process more directly than other methods.*
- *Interdepartmental collaborative activities promote sharing of thoughts/knowledge among the students, to develop leadership qualities in students and inculcate the spirit of team work among the students*

Student seminars

- Maintenance of teacher to student ratio of 1:15 for the effective mentoring of the students for various academic and other activities
- Facility of internet to promote of the habit of self-learning skills in students
- Individual student projects
- Support to students to publish the research articles
- Students of the college are also taught to enhance their problem solving skills to find the solution effectively.

The steps are:

1. Identification and definition
2. Analysis
3. Framing of scope and significance
4. Proposing the possible solutions
5. Acting the proposal to draw solutions
6. Evaluation of the solutions for their strengths and limitations
7. Selection and presentation of the best solution

While implementing the plan in solving problem, students are taught to think all aspects of the problem before considering solutions. Thus, proper implementation of the problem solving plan promotes students' true understanding and helps to find right solution.

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

Hasanath College encourages use of ICT enabled tools including online resources for effective teaching and learning process. All most all of teachers of the College are using ICT tools and resources available on its campus; They used LCD Projectors, Video Conferencing, and e-learning technology. The College has Computers, Laptop, Wifi, LAN connected system. There are 2 ICT enabled classroom in college. The Computer Lab, Seminar Hall, Auditorium use ICT facilities. Teachers also develop e-content in different subjects. Special lectures and technical talk are also arranged by inviting experts from industry.

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

Response: 10.46

2.3.3.1 Number of mentors

Response: 13

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

2.4 Teacher Profile and Quality

| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years | |
|---|-------------------------------|
| Response: 100 | |
| File Description | Document |
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |

| | | | | |
|--|---------|---------|---------|---------|
| 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) | | | | |
| Response: 14.22 | | | | |
| 2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2 | 2 | 2 | 3 | 3 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

| |
|---|
| 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) |
| Response: 6.44 |
| 2.4.3.1 Total experience of full-time teachers |

Response: 103

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |

2.5 Evaluation Process and Reforms

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

Response:

Transparency initiatives at institute level:

- *Students are briefed through faculty-wise opening addresses in orientation programmes by the Principal/ HODs about internal assessment, question paper patterns and university examinations.*
- *Unit tests are conducted by all teachers at the end of each unit of syllabus. The teachers make sure that the pattern of the questions is varying for different units. The internal examinations are also conducted for practical courses.*
- *The university norms relating to course-wise examination pattern are communicated to the students through the college prospectus. The university circulars in this regard are circulated to the faculty members and administrative staff time to time and are also displayed on the notice boards for students.*
- *Evaluation methods and examination schedules are made available on the college notice board.*
- *An examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff regarding examinations*
- *For effective understanding of the evaluation process, the faculty members give class-wise/ course-wise instructions about unique features of internal/external evaluation of that course.*
- *Changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards and also through classroom briefing by the concerned subject teachers.*
- *Internal examination schedule is displayed on notice board in advance. Two internal examinations are held per semester.*
- *The internal assessment mark lists are displayed on the notice boards.*
- *The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations.*
- *It is a practice of the college to show internal examination answer books after evaluation to the students in the class for self-evaluation.*
- *Students are free to interact with the teacher to resolve grievances if any, regarding the assessment.*

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

Response:

The college has evolved a mechanism for redressal of grievances related to internal and external evaluation is as follows:

- The assessed internal test papers are shown to the students for self-assessment.
- In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. The unresolved grievance, if any, is referred to the Principal through the Head of the Department.
- As per the university norms, following are the methods of grievance redressal regarding university assessment:
 - *Right to apply for verification of answer books.*
 - *Right to apply for verification with photocopy of answer books.*
 - *Right to challenge the evaluation of answer books.*
- The candidate who appeared to university examination can apply to the university within a period of 21 days from the date of declaration of the concerned examination result in the prescribed form for verification of marks of his answer-books. The result of the verification of marks is communicated to the candidate concerned, within a period of 30 days from the last date of receipt of application by the university.
- The student has the option to apply for the photocopy and verification of marks of the preceding examination(s) for a maximum of two answer books. The photocopy is supplied on the payment of non-refundable fees as prescribed by the university from time to time. However, the photocopies of answer books of practical examinations marks, viva-voce, are not supplied to the examinee(s).
- The prescribed application form for photocopy of answer books and verification of marks is made available to students. The duly filled and signed form of the applicant is to be submitted to the Principal of the College within 12 days (both days inclusive) from the date of declaration of general results of the relevant examination.
- If any student is not satisfied with the marks awarded to him/her, he/she may challenge the same by applying to the university through the Principal of his/her college in the prescribed form within 8 days from the date of issuance of photocopy of answer book by the university.
- The college takes special initiative for resolving group grievances, if any, regarding university assessments.
- The evaluation of answer sheets of the first year undergraduate programme is carried out at the college level, in a time bound schedule and in a best possible efficient manner and the results are submitted to the university within a stipulated time. The mark sheets are displayed on the college website for easy access.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The College does have a clearly stated learning outcome:

- *The review of the performance of students in the end semester examination, internal tests is undertaken. An analysis of the result is a pointer to the steps to be incorporated to make*

improvements.

- *The Principal and the Head of the departments convey the summative result analysis, discuss and make suggestions for improvement of academic performance.*
- *There is a continuous review of students' performance through unit tests, internal tests, assignments, seminars and class participation.*
- *The students are made aware of the above system in the orientation programme conducted for new entrants and through interaction in the classrooms.*
- *The semester begins with a staff meeting addressed by the principal, who conveys and discusses the academic and other plans targeted for learning outcomes. This makes the faculty aware and sets the ball rolling incorporating suggestions for improvement.*

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |

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

Response:

The process for the evaluation of the students in different subjects is followed as per the rules and regulations of the University authorities, Board of Examinations and Faculty. The implementation of the syllabi with changes and the process of evaluation of the learners are monitored by the university authorities, the management of the college and the Principal. Our institution promotes to the teachers to organize workshops as well as deputed to participate in the seminars and conferences. Moreover, they are promoted to present and publish research papers to achieve the Course Outcomes and Programme Outcomes successfully.

Internal assessment is the requirement of the continuous assessment and is essential for the fulfillment of the COs and POs. There is examination committee that deals with the effective implementation of the evaluation reforms regarding the attainment of course outcomes and programme outcomes. The committee initiates a few steps such as Unit Tests, Field Survey, Study Tours, Practical Work, Seminars etc. Besides, our college also tries to attain the course outcomes and program outcomes by conducting the activities such as cultural activities, N.S.S. Activities, Career Counseling, Personality Development Program, and Communication Skills, Various collegiate and inter-collegiate competitions, organizations of Scholarly Lectures Health Awareness Programs, Life Skills Development Program, and Youth Festival etc.

The institution has introduced Career Oriented Courses such as Communicative English to attain the COs and POs. Moreover, the playground of our college is used to organized inter-collegiate/zonal sports competitions. Sportive skills are inculcated amongst the students through these competitions. Thus, the course outcomes and program outcomes are fulfilled through such activities.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years**Response:** 72.87**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 27 | 34 | 36 | 50 | 42 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40 | 49 | 57 | 56 | 56 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.52

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| 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 and has initiatives for creation and transfer of knowledge

Response:

Hasanath College has NSS unit, which takes the responsibility of community based activities. NSS unit organizes programs such as Tree Plantation, Swacch Bharat, Cleanliness drive, blood donation camp, Visit to orphanages in the nearby villages. Organizing such events creates awareness about the society and their social responsibility.

Institute organizes awareness programs on gender equality, environmental awareness, cleanliness, Tree plantation in campus. NSS unit has organized guest talk on topics like gender issues, women's security on different occasions.

Institute promotes faculties to organize and conduct different extension activities and workshop in other institutes. Under this, all departments have conducted many extension activities for society in vicinity and at different other locations.

- *For holistic development of the students- tests, sports, cultural events, technical and non-technical events are organized.*
- *For emotional and individual development mentoring and counseling is done.*
- *For social awareness and development NSS programs are organized.*
- *Sport events are organized for physical development of students.*

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighbourhood community and sensitize students towards social issues and holistic development. These include Joining hands with Local governance (Gram Panchayat), Municipal Corporation, Police Public in general. Celebration of birth anniversaries of National heroes. NGOs Camps on Blood donation, environment conservation.

Various activities conducted for the sensitizing students are as shown below. These activities add to overall development of the students and nurture value education. Through these, we have been able to imbibe various qualities to become a good citizen.

Institute follows a mechanism for students' involvement in various social activities which promote citizenship roles. Institute receives an activity calendar from affiliating university for yearly activities on NSS platform. Besides this, the institute organizes other activities also as per need and availability of time without affecting academics. The spirit of voluntary work through sustained community interaction and link between campus and community is enthralled amongst students, which reflects on the personality

development of students through community service.

| Sl No | Activity | Impact on student |
|-------|---|--|
| 1 | Water conservation and Plastic free campaign, Tree plantation | Social development: Students are motivated for the community service and they are made aware of their responsibility towards social issues |
| 2 | Yoga Day Celebration | Physical Development: Students are made aware of the benefits of YOGA and exercise session is conducted by the experts and Government of Karnataka. |
| 3 | Blood Donation Camp, | Emotional Development: Ethical values developed during various donation camps help students become emotionally involved in very important social issues. |
| 4 | Independence Day and Republic Day Celebration | Moral Development: Qualities like patriotism and righteousness are imbibed in students |
| 5 | National Youth Day | Spiritual Development: Various session on the work and philosophy of Swami Vivekananda are discussed. His work motivates all of students and faculty members for striving to better life |
| 6 | International Women's Day | To bring awareness on progress made, to call for change and to celebrate acts of courage and determination by ordinary women, who have played an extraordinary role in the history of their countries and communities. |

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

Response: 3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 1 | 0 |

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

3.3 Research Publications and Awards

| 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years | |
|--|-------------------------------|
| Response: 0 | |
| 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years | |
| 3.3.1.2 Number of teachers recognized as guides during the last five years | |
| File Description | Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

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

Response: 2.14

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 3 | 8 | 11 | 7 | 7 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

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

Response:

The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community based activities with neighborhood.

- Every Year, programs are organized under which students and staff participate voluntarily in community based activities with neighborhood. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women are organized.
- Continuous voluntary activities by students to maintain cleanliness in and around the Campus create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan
- Blood Donation camps, medical check-up camps and dental check up campus have been organized.

Following are the Extension Activities carried out from 2015-16 to 2019-2020.

The activities carried out by our College under NSS students/ Units are as follows:

- Campus Cleanliness Drive
- Cleanliness Drive in adjacent localities (Swaccha Bharat Abhiyan)
- Blood Donation Camps
- Dental Check up camps
- Tree Plantation ,
- Water and Tree Conservation Programme
- Health Check up Camp Awareness Programme
- Voters Awareness Programme
- Rallies on various social issues

- Celebration of: Independence Day, Republic Day, Constitution Day, Women's Day, Yoga Day, etc.
- Anniversaries of great personalities
- Safety Road Abhiyan
- Cashless activities/ digital India.
- NSS Special Camp (for one week) in adopting village

List of NSS Extension Activities from the Academic year 2015-16 to 2019-2020

| Sl. No. | Name of the Extension Activity | Date of Program | Year |
|---------|--|-----------------|---------|
| 1 | Voting Awareness | 18-08-2015 | 2015-16 |
| 2 | Visit to Old Age Home | 09-03-2016 | 2015-16 |
| 3 | Eye Check Camp | 10-08-2016 | 2016-17 |
| 4 | Swatch Bharath Abhiyan | 09-08-2017 | 2017-18 |
| 5 | Blood Donation Camp | 14-02-2018 | 2017-18 |
| 6 | Right to Vote Programme | 08-08-2018 | 2018-19 |
| 7 | Dental Check Camp | 15-01-2019 | 2018-19 |
| | -----No NSS activity due to COVID-19 spread----- | | 2019-20 |

Impact of the Activity:

Exposure to extension and outreach activities sensitized the students towards social issues and also to legal and social remedies for matters like domestic violence, child abuse, female infanticide etc.

The activities conducted lead imbibing the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need of under privileged children
3. To promote cleanliness in all span of life and common places,
4. To acquire social values and a deep interest in environmental related issues

Outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
3. Develop a passion and brotherhood towards community, affected people and destitute.
4. Develop skill and aptitude for problem solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**Response:** 0**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Number of awards for extension activities in last 5 year

[View Document](#)**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)****Response:** 4**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 2 |

File Description**Document**

Number of extension and outreach Programmes conducted with industry, community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 21.08**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration**

with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 50 | 50 | 0 | 50 |

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College accommodates 136 students studying in UG & PG Programmes. The campus is spread over 2.5 acres of land which facilitates excellent infrastructure for teaching learning process, career progression and higher education. The campus main building accommodates the chamber of Principal (01), Administrative office (01), Examination section (01), Seminar hall (01), Classrooms (9), Computer Lab (01), Business lab (01), Staff room (01), Reading room & Library (01), Girls Waiting Room (01), Auditorium (01), Washrooms (03), NSS Room (01), Placement Cell (01), NAAC Room (01). The college has ladies hostel (01), canteen (01). All the departments are equipped with the necessary infrastructure to meet the ever increasing requirements with adequate number of class rooms, seminar halls, laboratories and sufficient space for hosting all academic activities.

Class Rooms: The college has sufficient number (09) of ventilated, spacious class rooms for conducting theory classes. The Class Rooms are equipped to meet the conventional teaching tools and furnished comfortably to meet the student requirements.

Laboratories: All the laboratories (Computer Lab and Business Lab) are equipped with modern workspaces integrating the student needs of water, electricity, gas and ICT needs. The laboratories are designed with the safety features imbibed in the infrastructure and create an excellent ambience and atmosphere for work.

Computing Equipment: The PG department has two ICT enabled class rooms with LCD projectors and Wifi enabled to integrate technology in teaching with class room practices. For better visualization of the subject topics, the faculty is encouraged to use the ICT facilities. The students are also supported by the faculty to present their seminar topics using the ICT facilities. The use of these facilities makes the teaching-learning more effective and lively.

Auditorium: The auditorium has a seating capacity of 300, which is used to organize workshops, seminars and conferences with sophisticated ICT equipment.

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

Response:

Facilities for sports:

1.College has sports facilities for outdoor games and indoor games like Badminton, Table-Tennis, Carom, Chess, Ludo.

2. The college playground which has been used by the college since 2002 has an approximate area of 2.5 acres and on an average 50-75 students use it daily.
3. The institution has sports room and store room.
4. The players are provided Track suit, T-shirts and lower for practice.
5. Separate uniforms are provided for each sports event.
6. There is provision for providing TA/DA to players for participation in inter-collegiate events.
7. There is a provision for Refreshment and Lunch to participants and staffs for various events.
8. Winners are felicitated with mementos/ cash awards.
9. Dias, Mike arrangements, Podium, Banner for felicitation during annual meet are arranged by the institution.
10. Institution provides its playground for organizing events of other institutions.
11. The college has planned for a well equipped gymnasium to be built approximately in 1200 sq.ft.
14. During annual sports meet there is provision for audience gallery for the spectators.
15. Yoga Center-There is separate yoga/ prayer hall (Basement) in the institution.
16. Annual budget of the college for annual sports meets is Rs 1 lakh (approx.)

NSS

The college has two NSS units of 100 students. The college has a separate NSS officer, namely Prof. Amruthamma KV appointed to take care of NSS Unit. The students get an exposure to show their courage, leadership, inter-personal skills and other talents in these two programs to enhance their overall personality.

6. A separate office of 150 sq.ft approx with resources for NSS.
7. Budget sanctioned from government for NSS are fully utilized.

Facilities for Cultural Activities:

1. For encouraging students towards cultural activities, the institute organizes many competitions like dance, song (group and solo), writing, debate, rangoli, flower decoration, poster making, painting etc every year at the time of Youth Festival and social gatherings and the winners are felicitated in the annual function celebration.
2. Refreshment and Lunch is provided to all the participants, students and staffs for various events.

3. Provision of separate in-charges for various events during annual gathering.
4. Winners are felicitated in the annual gathering with mementos/ cash awards.
5. The institution has an auditorium which is used for conducting various cultural programs. The auditoriums are approximately 2000 sq. fts each in area.
6. Faculty members help the students and groom them for cultural activities.

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

Response: 10

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |

4.2 Library as a Learning Resource

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

Response:

We have deployed an inhouse Library Management System, one of our Alumni parent has helped us deploy this system and it is very cost effective and user freindly and has all the facilities such as indexing, barcoding and issue register etc., the details are as follows:

- Name of ILMS software : *Maarif Info Systems*
- Nature of automation (fully or partially) : *Fully automated*
- Version : -
- Year of Automation : 2007

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.28

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0.04200 | 0.05605 | 0.49945 | 0.35570 | 0.44854 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 0

4.2.4.1 Number of teachers and students using library per day over last one year

| 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 provides a range of IT facilities to help students and faculty with their studies. This includes use of computers and Internet. PG Department class rooms have furnished with LCD projector to enable teachers and students to switch over to IT supported teaching-learning methods. These IT supported facilities are regularly updated.

The College office uses LAN facility and softwares for admission of students and fee collection. The examination section uses softwares to get student's results and to maintain all other confidential matters.

These IT facilities are updated annually.

College library uses updated Marif Library Information System software for library automation and the college office uses IT for admission, fee collection and accounts maintenance.

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

Response: 6.8

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

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 60.22

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3.01 | 9.22 | 8.01 | 5.85 | 2.50 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |

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

Response:

The college has Maintenance Committee that oversees the maintenance of buildings, classrooms and laboratories:

- *The maintenance committee is headed by the Public Relations Officer (PRO) who in turn monitors*

the work of the Supervisor at the next level. The PRO is accountable to the Hon. Secretary and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor-wise responsibilities, timings, leave etc. The PRO conducts periodic checks to ensure the efficiency / working condition of the infrastructure.

- Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The campus is well maintained by a full time gardener.
- Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, Air Conditioners, CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in-house electricians and plumbers.
- Lab assistants under the supervision of the System administrator maintain the efficiency of the college computers and accessories.
- Parking facility is well organized. It is efficiently maintained by annually renewed contract employees.
- The campus maintenance is monitored through surveillance Cameras.
- Every department maintains a stock register for the available equipment.
- Proper inspection is done and verification of stock takes place at the end of every year.
- The civil and electrical work is adequately monitored and maintained by the Maintenance Committee.
- Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.
- Pest control of library books and records is done every year by the maintenance department.
- PRO and her team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plasterworks, painting, carpentry, plumbing and house-keeping.
- The non-teaching staff is also trained in maintenance of compute requirement.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 23.11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44 | 50 | 22 | 22 | 21 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

following

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 45.93

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 88 | 106 | 30 | 58 | 32 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

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

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

Response: C. 2 of the above

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

5.2 Student Progression

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of student placement during the last five years (Data Template) | View Document |

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

Response: 42.22

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 19

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

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

Response: 40

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 1 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response:

The motto of the college is 'social upliftment and empowerment of backward communities and minorities in general and Empowerment of Women in particular' through Quality Education'. So enough representation is given in the co-curricular, extracurricular activities of the college and partial representation at the administration level. The college is involved in number of activities at institutional and societal level. Most of the activities are monitored and executed by the students. Student Union is set up as per the norms and meetings are held with regular intervals. It consists of the best students from all areas of the college. Apart from them, other active students are also involved in the various committees as per their expertise. These students regularly suggest to upgrade the image of the college in the society.

Administrative Level Participation

Students are actively involved in the statutory committees like IQAC, NSS Unit, Grievance Redressal Committee etc. In Student Orientation, they are informed about the functioning of the HEI and their role. The college convinces the students that it is an opportunity to develop their overall personality. At administrative level, from prospectus making committee to most of the committees students are participated. Students Union plays very significant role by providing proper feedback of all the students to the institution. The process of admission, exam form submission, scholarship forms, earns and learns etc. is smoothly conducted with the student friendly relations of the institution.

Co-curricular and Extracurricular Activity Participation-

There are specific committees such NSS, Cultural Committee, Excursion Committee etc. in which not only students' union but majority of the students are involved and actively participated. It is an opportunity for them to give back something to their institute and society by developing their personality. NSS activities like a lecture, workshop, rally, or any social event, our students are well represented on paper and actively involved in the effective implementation of the event. NSS camp planning and execution can be the best example of student's involvement in our college. Simultaneously, NSS unit is one more model of student's representation in our college where so much productive work can be done in the disciplined programmes and beautification of the college. With the help of Student Union sports and cultural events are organized in the college, cultural events and competitions, tree plantations in the college premises and also in the town. The college has conducted some activities in collaboration with local. It only happened due to the free representation of our students as well as their family members. The BBMP, Bangalore authority has organized programme titled "Importance of Voting among Young" by providing a good platform for college students to participate in democratic processes. College students actively participated

in this election campaign.

Truly, students union helps students to engage in a concrete partnership with all the stakeholders in functioning of the college.

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

Response: 2.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 3 | 4 | 3 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

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

Response:

The college has alumni association since its inception to cater the needs of higher education. The college organizes at least one alumni's meet in a year, the local and outsider alumni take initiative for arranging such meetings. The alumni of the college are placed in industries, education, business, professional fields, entertainment and media industry, academics and social work.

Two of our teachers are the members of the alumni association who play a key-role in binding this group for the development of the college and works for the overall development of students. It helps our institution not just financially, but in terms of academic planning, internship and placements of students, career guidance and on-the-job guidance in their firms also. Alumni members are the members in IQAC, NSS, Excursion Committees and Fund raising Programmes.

Financial contribution of the Alumni Association for the development of the college is in vogue. They help

also to collect the fund for the extension of college building and for beautification of the college campus. It also came forward to help the economically weaker students to pursue their education by providing financial help. While organizing seminars and workshops for teacher and students they contribute or sponsor one of the events to make it successful. Some of our alumni students have donated the fund to honor the meritorious students every year to motivate them. Alumni students who joined the government services or successful entrepreneurs are invited to guide the existing students.

Alumni contribute to look the campus green and pleasant. Some of the alumni are elected as public representatives; they help us whenever there are some local problems, they also participate in the governance of the college. Their feed-back is valuable for the administration of the college. The college website and other social media are the best means to have a fruitful communication with the alumni and former faculties scattered all over the world.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the Institution

TO PRODUCE QUALITY EMBEDDED GRADUATES, CULTURALLY MOTIVATED, SOCIALLY COMMITTED, HONEST CITIZENS OF THIS GREAT NATION, THROUGH VALUE BASED, RELEVANT CURRICULA FOR THE COMMUNITY AT LARGE AND ECONOMICALLY LESS PRIVILEGED IN PARTICULAR.

Mission:

TO PROVIDE AN ENVIRONMENT WHERE BRIGHT, ENERGETIC AND CREATIVE STUDENTS ENJOY LEARNING TOGETHER TO DEVELOP AND ACQUIRE EMPLOYABILITY SKILL WHICH WILL APPEAL TO DIVERSE ORGANIZATIONS AND NATION BUILDING TRANSCENDING INEQUALITIES-GENDER, CASTE, RELIGION, REGION, INCOME, AND DIGITAL DIVIDE.

Quality Policy: To provide value based quality education maintaining pace with changing environment to produce competent and graduates ready to accept global challenges.

Quality Objectives:

1. To increase mindset of "Excel" among students.
2. To imbibe quality consciousness at all levels of the staff.
3. Imparting quality education.
4. Encourage to do still better.
5. Avoiding Short Cuts.

The mission defines Institute's distinctive characteristics in terms of addressing the needs of the society, students, institute's value orientation, vision for the future.

The Vision and Mission are in tune with the objectives of higher education. The formal and informal arrangements in the institute to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

Reflection of Mission and Vision in the leadership of institute in ensuring:

1. The policy statements and action plans:

The management and Principal actively participate in Governing Council for ensuring that the policy statements and action plans are aligned for attaining the mission of institute, disseminates the vision and mission to all stake holders and involve them in forming the policy statements. The Principal makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required.

2. Formulation of action plans:

The action plans are formulated in line with quality policy under the leadership of the Principal and the same are incorporated into strategic plans for effective implementation.

3. Interaction with stakeholders:

The Principal ensures that all stakeholders are involved in different activities.

4. Proper support for policy and planning:

The requirements of the society for policy making and planning are collected by the Principal through interaction with various stakeholders.

5. Reinforcing the culture of excellence:

For the reinforcement of cultural excellence the vision, mission, short term and long term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture.

6. Champion organizational change:

During this span of time institute has adopted many changes to attain its vision and mission.

Perspective Plan:

The perspective plan for next five years of the institution includes NAAC re-accreditation for cycle 3, permanent affiliation to Bangalore North University and collaborations for higher studies and student placement.

Participation of the teachers:

Through participative management, the faculties are involved in various decision making bodies of the institute.

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

Response:***Decentralization:***

Institute has a mechanism for delegating authority and providing operational autonomy to all functionaries to work towards decentralized governance system.

1. Principal Level

The governing Council delegates all the academic and operational decisions based on policy to the Academic Committees headed by the Principal in order to fulfil the vision and mission of the institute. Academic Committees formulate common working procedures and entrust the implementation with the faculty members.

2. Faculty Level

Faculty members are given representation in various committees and allowed to conduct various programs to showcase their abilities. They are encouraged to develop leadership skill by being in charge of various academic, co-curricular, extracurricular activities. They are given authority to conduct industrial tours and to have tie up with industry expert and appointed as coordinator and convener for organizing seminar/conference/ workshop/ FDP's. For effective implementation and improvement of the institute various committees are formed. Other units of the institute like sports, library, store etc have operational autonomy under the guidance of various committees

Participative management:

The institute promotes the culture of Participative management by involving staff and students in various activities. All decision of institution is governed by management of facts information and objectives .Both students and faculties are allowed to express themselves of any suggestion to improve the excellence in any aspect of the institute.

Strategic level

The Principal, IQAC and staff members are involved in defining the policies and procedures, framing guidelines and rules & regulation pertaining to admission placement, discipline, grievance, counselling, training & development and library services etc. and effectively implementing the same to ensure smooth and systematic functioning of the institute.

For the various programmes to be conducted by the institute all the staff members will meet, discuss, share their opinion and plan for the event and form various committee involving students and coordinate with others.

Operational level

The Principal of the institution is a member secretary of the Governing Council. The Governing Council gives suggestion and monitors the procurement introduction of new programs and welfare activity.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

STRATEGY DEVELOPMENT AND DEPLOYMENT

The strategic plan is in tune with the vision, mission and aims of the institution. The perspective plan of the institution is developed in a systemic manner. The perspective plans to be deployed in our institution for future are Specific, Measurable, Achievable, Relevant and Time bound. The designed plans are:

After the visit of NAAC peer team to the college on 21/09/2013, the college prepared the perspective / strategic plan by taking into account the following aspects

1. NAAC peer team's observations and recommendations for quality enhancement of the Institution during the previous re-accreditation.
2. Vision and Mission of the Institution
3. The feedback obtained from various stakeholders of the college
4. The policy of higher education
5. Recommendation of IQAC

Strategic plan

By taking into consideration above mentioned aspects, the college planned the following activities for the quality enhancement of the Institution:

- **Introducing new courses**

Due to the keen demand of the various stakeholders of the institution, the College plans to introduce new academic courses such as M.A. (English), M.B.A. As per the demands of the stakeholders the college plans to start value added and skill-based courses such as Certificate course in 1. Yoga and Meditation 2. ICT 3. Spoken English 4. Translation Courses 5. Skill Development Courses. For the better transaction of curriculum the college plans to introduce bridge course

- **Strengthening feedback system**
- **Strengthening curricular, co-curricular and extra-curricular activities**
- **Promoting research culture and innovation**
- **Promotion of linkages and collaborations with institutions/ industries/ NGO's**
- **Strengthening the infrastructure**
- **Increasing the numbers of computers and other ICT related equipments**
- **Strengthening skill development activities**
- **Strengthening personal counseling**
- **Strengthening the ICT enabled teaching**
- **Strengthening the activities of career counseling cell and centre for entry in services.**
- **Increasing participation of students in cultural and sports & games activities**
- **Increasing Faculty / Staff development programme**

- **Developing sport culture and facilities**
- **Strengthening welfare schemes for students**
- **Strengthening the conduction of social activities:** The College plans to increase the conduction of social activities to create strong connectivity with neighborhood Community through various departments and committees of the college.
- **Conducting green audit of college campus:** The college plans to conduct Green Audit of the College Campus through NSS, Nature Club. To conduct green audit, the college plans to establish MOU with nearby “Nagawara Forest Range Office”.
- **Strengthening innovative pedagogical teaching:** To make teaching learning process more effective, the college plans to strengthen innovative Pedagogical Teaching such as Peer Teaching-learning, ICT enabled teaching, interactive method, participative learning, experiential learning, problem solving method, seminars, assignments, group discussion, Mentor-mentee programme, Use of Language Lab, Brain Storming session, Industrial Visits, Excursion and study tours.
- **Increasing library learning resources:** The College plans to increase Library Learning Resources for the development of students and staffs.

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

Response:

The Governing Council and Committees are formed as per the guidelines for the effective functioning of the institution. These bodies also support the development through planning and execution, budget, review of performance and policy making.

The Principal guides the College in academic progress, admission, staff recruitment and administrative matters. He is the Chairperson of all the committees such as, IQAC, Anti-ragging Cell, Disciplinary and the Library Advisory Committee. The HODs and the IQAC help the Principal in the overall administration which involves the planning of the academic calendar and its systematic implementation. The faculty members play an important role in executing the curricular, co-curricular and extra-curricular programmes.

Heads of the Departments are responsible for the preparation of Department time table, work allocation among teachers, review of Teacher’s Diary, and submission of various reports to the Principal and IQAC.

Class teachers are assigned for each class to ensure personal care, attention, guidance, counseling, evaluation and assessment of each student in the class.

The recruitment procedure, promotional policies and service rules are as per the rules of Directorate of Collegiate Education of Government of Karnataka and the guidelines of UGC for appointments in Private Aided colleges of Karnataka and KCSR of Government of Karnataka.

All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, Roles and responsibilities, discharge of duties, increments, kinds of Leave, code of conduct, incentive for attending FDP, incentive for achieving academic excellence and others.

The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC. Selection of the candidate shall be by a selection committee nominated by Hasanath Education Society.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

Hasanath College has several welfare schemes for its all-academic and administrative employees. The college teaching and non-teaching staff is automatically becomes eligible as soon as it becomes joins the permanent job.

The institute has the following various welfare measures for teaching and non-teaching staff they are as follows:

- 1) Job offers to one of the family members after the sudden death of the staff in service.
- 2) Felicitations by the management for achievement of the employees and their wards.
- 3) Fund raising drive for the employee affected by an unforeseen calamity.
- 4) Rs. 1,00,000/- Travel Grant through UGC funds for participating foreign conferences and seminars.

- 5) The management felicitates employees and their wards for special achievements in various fields.
- 6) The college raises fund for employees and students whenever possible.
- 7) The college gives advances to staff under inevitable circumstances.
- 8) The college gives concession in fees for wards of employees.

Welfare measures by the Institute:

The institution is having adequate welfare measures in place for both teaching and non-teaching staff, these welfare measures are governed by UGC, Department of Higher Education, and Karnataka State Civil Services Rules (KCSR).

- Financial support is provided for publication of research articles.
- Deputation of faculties and staff for competence building programmes/FDP.
- Advance payment to staff to meet emergency needs in case there is a delay of salary payment.
- Group insurance scheme for staff.
- In a medical emergency, advance is given to the teaching and non-teaching staff.
- The institution always prefers its retired employees rather than outside consultants/firms in its various needs.
- Casual, Earned, Sick, Maternity and Paternity leave.
- Half pay leave facility to non -teaching and non-vocational teaching staff.
- Encashment of leave
- OOD facility to attend conferences, symposia, seminars, invited lectures in other institutes and colleges.
- Special casual leave to perform university duties, to participate in orientation programme, Refresher courses, short term courses, faculty development programmes and to undergo induction programme.
- Transportation facility provided for physically challenged staff members.
- Institution always ensures to provide a conducive work environment for smooth working and better performance delivery.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 2.5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, 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: 0.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers attending professional development programmes during the last five years | View Document |

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

Response:

The college is one of the branches of Hasanath Education Society which runs four colleges in Bangalore City. It transfers employees to other branch for administration and developmental purposes. Therefore, devotion and commitment towards institution is duly appraised. While assessing the performance of teaching and non-teaching staff of the institution, confidentially with all the necessary remarks of head of the institutions in which they take many things into the considerations.

However, the feedback for the teachers is collected every year from the current students. The feedback is analyzed statistically by the IQAC every year so that the Principal appreciate and boost the faculties accordingly. He also makes suggestions to the concerned faculties for their improvement. The Heads of departments examine the individual self-appraisals and submit their recommendations on the potential areas of improvement of each teacher to the Principal.

Every non-teaching staff needs to hand it over his/her appraisal form to the Head of administration department. Then the head adds his own observations and forwards it to the Principal for the final remark. The principal, with his/her remarks forward it to the parent institute. The report contains the information about employee's work performance. On the basis of this information, parent institute may promote or demote the employee or transfer them to another branch. On the basis of seniority, the promotion of non-teaching staff is concerned, their pay fixation is carried out as per Government Rules.

The college conducts its academic and administrative audits from external agencies, affiliated university, and govt. bodies; therefore, each task is completed with quality performance and documentation by the college. The college had well performed in all these audits. Thus the Institution has Performance Appraisal System for teaching and non-teaching staff which aids in improvisation of the standards of the faculty members.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college is run by Hasanath Education Society, Bangalore which has a transparent audit system. M/s. Vishwanathan & Co, Bangalore, a renowned Chartered Accountant firm is appointed as an auditing agency by the institute for conducting its financial audit to bring transparency in the financial issues. The

college has internal, secondary and external (Govt. Audit) mechanism. The internal audit is carried out every financial year. This system carries out the Internal Audit of the college after every six months i.e. in the month of October/November and April/May. The queries of the internal audit are satisfied within a month up to the satisfaction of the Society Auditor. After the six months of internal audit, the college goes for External Audit by the Professional CA.

The government assessment is carried out by the Joint-Director of Collegiate Education, the Senior Auditor and audited by the Auditor General of the State periodically. The Annual Audit Statement is regularly submitted to Joint Director, Bangalore Region, and Government of Karnataka.

University Grant Commission, South-Western Region, Bangalore assess the utilizations of funds given for various seminar, conferences, competitive exam special guidance, personality development, extramural education, minor research projects and Major Research projects. The funds received from the UGC are also audited from the local CA firm M/S Vishwanathan Associates. The college is yet to receive developmental grants from UGC. The NSS unit's audit was also carried out yearly from the local CA firm. Interestingly enough, the administrative department of the college calculates arrears, salary fixation and the income tax and deposit in a stipulated time. The College contributes its squirrel's share to the appeals made by the government on the national calamities.

Every year, the affiliating university and parent institute conducts academic and administrative audits in which much focus is given on the office administration and successful completion of the financial audit.

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years

[View Document](#)

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

Response:

The college is aided by the Govt. of Karnataka and included under section 2(f) section 12B of the UGC Act, 1956. It is fully eligible to receive the grants under various schemes of UGC. The college mobilizes funds for its regular activities from various agencies. Apart from this, the college mobilizes funds through alumni contribution/donation, individuals, and self-financed courses etc.

The college generates financial resources through its stake holder's government, NGOs, Affiliated University, UGC, local well-wishers, alumni students and public representatives. The parent institute helps us to mobilize more and more fund to create to create well-furnished and healthy campus for the students. The IQAC always search the new reassures for mobilizing funds and it has developed systematic procedures for the optimal utilization at these resources. It is one more positive fact that the Hasanath Education Society has been registered under societies Act 1860 and the donation/fund given to the college is Non Taxable under 80G. The college has tried to generate funds in form of money and objects. The college has very transparent mechanism of auditing and specific committee for utilizing this grant and resources.

Resource Mobilization Policy and Procedure:

The College has enough of 2.5 acres. As per the rules and regulation of the institution, the college takes imitative to raise the funds. The members of Governing Council, teaching and administrative staff, existing alumni students contribute to mobilize the resources for college. Students' tuition fees, gratitude funds and the college development funds are the primary sources of resource mobilization, all the above mentioned stakeholders activity rich out in the community and appeal to the philanthropist, industrialist and other donors. The Income Tax 80G certificate is one more effective strategy to mobilize the funds.

Optimal Utilization of Resource:

The College maintains its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilization of its resources. Officially appointed peons maintain the cleanness of the classroom and campus of the College. Few contractual support staff is appointed through proper channel. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advised of Governing Council the funds are utilized for infrastructural development and beautification, ICT device and up gradation, student development and necessary equipment for the skill based courses. The infrastructure such as seminar hall and playground are made available to the nearby local institutes, NGOs, Government offices.

6.5 Internal Quality Assurance System

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

Response:

The institution ensures that the IQAC is actively engaged and working towards the vision, mission and objectives of the institution since its inception. With an aim of developing internal quality of the institution, the Hasanath Education Society is granting the fund for every academic year. The IQAC has utilized these funds to conducted various activities and programme for improving the quality of the

institution. The IQAC of the institution is striving hard to improvise the quality in various means and ways for the benefit of all the stakeholders. There are several significant institutionalized practices were implemented by IQAC, the two major initiatives are presented hereunder:

1. Internal Examination system: One of the criteria to award internal marks under the CBCS evaluation is conducting test. We have implemented and adopted a systematic and effective methodology to conducting test as 'internal exam' to perform better in the final university examination and excel in the academics. Hence, internal examination committee is formed to hold internal exam for every semester.

Objective of the system:

To conduct the internal examination has replicate as final university examination with respect to seating arrangement, uniform booklet, printed question paper, allotment of register number, allotment of invigilators, and so on.

Outcome of the system:

- To improve the academic discipline among the students
- To improve the preparedness of students to reproduce the learning.
- To improve regularity of attendance of the students.
- To assist the students to prepare well and perform better in the final university examination.
- To excel in their academics.

2. Mentor -Mentee System:

Purpose:

In the due course of pursuing under graduation the students may face various difficulties, it may be related to academics, career, personal and family related or financial issues, which they may not be able to handle properly. Hence, mentors are appointed for a batch of 10 to 15 mentees, and they will counsel the respective mentees to solve the problems which they come across during their course of study.

The objectives of the mentor-mentee system are as below:

- To monitor the student's regularity and discipline.
- To inform the parents about their ward's performance and regularity.
- To develop better teacher- student relationship
- To guide in their career progression.
- To counsel students in their problem solving and to build confidence.

Outcome of the system:

- The attendance percentage of the student has increased to a greatest extent.
- The number of drop-outs has decreased.
- Improved better teacher-student relationship.
- Students' academic performance is improved.

Through effective implementation of Mentor system most of the girl students of our college were able to

complete their graduation, opt for pursual of higher education and avail employment opportunities

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

Response:

1. Since its inception, IQAC conducts regular meetings and reviews, strengthen the teaching-learning process, its structure & methodologies of operations, and learning outcomes at periodic intervals in the monthly Teachers meeting. HODs also convene a departmental meeting to review the teaching-learning process of the concerned department and take required steps for further improvement. HODs who are also members of the Academic Committee meet with the Principal from time to time to review the areas mentioned above. Feedbacks received from various stakeholders are identified on a priority basis and assigned to concerned officials for its time-bound solution. The periodic internal examinations and remedial classes help in assessing the learning outcomes of students. All the meetings, feedbacks, and assessments contribute to improve the teaching-learning process in the college, develop some structures and methodologies of operations. As a result of this, departments began to adopt strategies for completing the syllabus in time keeping in mind the need of the advanced and slow learners. The College reviews its teaching learning process and learning outcomes at periodic intervals through IQAC. HODs also convey the departmental meeting and also informal classroom feedback to review the teaching process to the concerned department and take required steps for further improvement. Student feedback on teaching-learning and evaluation process is collected and analysed on a regular basis by IQAC. The feedback report is coordinated to the Head of the Department and also discussed in the IQAC meeting which helps to take required steps. The sessional examinations on a regular basis help in assessing the learning outcomes.

2. Implementation of teaching learning reforms facilitated by IQAC is an enhanced use of ICT in teaching and learning processes. The goal is to make the teaching learning process more learners centric. The IQAC passed that a greater involvement of ICT in Teaching Learning be ensured. Therefore, departments were asked to integrate information technology with teaching learning process. Classroom lectures were supplemented with the use of audio-visual aids such as LCD projectors, PowerPoint presentations etc. The students were also provided with various web links that related them to their topics of study.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Institute has formed Women's Cell and Prevention of Sexual Harassment (POSH) Cell with objective to review from time to time the existing provisions of the constitution and other laws affecting women and recommend amendments so as to suggest remedial legislation measures and to aware boys and girls about Sexual Harassment. The College campus and Hostel is secured by 24 hr. surveillance of CCTV. For counselling of students, Mentors help mentees to learn the importance in college. The College also develops the relationships across the organization, and identifies skills that should be developed or improved upon High Job Satisfaction.

Important Gender Sensitivity initiatives include:

- Training student associations on gender equality.
- Conducting regular **awareness-raising activities related to sexism and** on sexual harassment
- Proposing measures to combat sexual violence in higher education.
- Establishment of Prevention of Sexual Harassment (POSH) Cell to raise awareness about sexist acts and sexual violence, with the help of various lectures and workshops
- Women students can participate in **training workshops** on core career skills: assertiveness, work-life balance and public speaking.
- **Women's Cell** is in place to promote a better work-life balance, and a campaign has been conducted to encourage men to take their paternity leave

Hasanath College is committed towards the promotion and practice of the ideals of social and natural justice, human dignity and rights of all human beings. Therefore, it realizes the significance and the need for having a Gender Equality and Anti Sexual Harassment Policy and establishment of the Prevention of Sexual Harassment (POSH) Cell, whose foremost role and responsibility is to create an atmosphere free from any form of sexual discrimination and sexual harassment, prevention, prohibition and social security, counseling etc.

a) Social Security

The college takes care of the social security and tries to influence the people of nearby area. To uphold Women's Right to protection against Sexual Harassment and the Right to Livelihood and also to create healthy and secure environment, Prevention of Sexual Harassment (POSH) Cell had organized the following lectures/workshop.

b) Counseling

Though the college has policy to do the counseling in various levels including Mentor-Mentee system, engaging students counselling yet the institution has taken special care for counseling in gender equality and gender amity. It takes pro-active role in creating social, physical and psychological environment and

awareness. Counseling is provided to encourage the students for early reporting of any experience regarding sexual harassment or gender conflict. Also encourage them to create a healthy environment in and around the campus. Awareness and counseling has been generated to ensure that complaints will be dealt with in a sensitive, equitable, fair, timely and confidential manner.

c) Common Room

To keep the privacy as well as to eliminate unwanted incidents, the college maintains separate common room for girls and female Faculty members.

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

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

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

Response: D. 1 of the above

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

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

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

Response:

Hasanath college operations have very less impact on the environment as the institute is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed. Environmental initiatives like use of Zero water discharge, No smoking zone, waste management system etc have been implemented.

Environment consciousness is embodied in the heart of the college by tree plantations from NSS team every year which is the predominant motive of the management to maintain the pristine purity and beauty of the college and also to provide a congenial atmosphere for the academic and non-academic pursuits.

Solid waste management:

- Dust bins are provided in the campus to keep campus clean, neat and tidy.
- Awareness on segregation of waste is created and blue, green and red dust bins are used.
- Transport arrangements are made for solid waste management.

Liquid waste management:

- Environmental Science have taken measures to ensure that all the chemicals are diluted before discarding in wash basin.

Biomedical waste management:

It has less impact on the environment as the institution is not a healthcare provider and does not deal with medical waste disposal.

E-waste management:

- Awareness programmes are initiated on e-waste management
- All e-waste is disposed to the corporation
- The non functional computers, equipments and its peripherals are safely disposed
- The cartridge of laser printer is refilled outside the college campus
- UPS batteries are recharged / repaired/ exchanged by the suppliers
- Waste compact disk is used by the students for decoration and participation in competitions
- The low configured computers are donated to nearby schools through Hasanath Education Society
- The E wastes generated are safely disposed through certified E waste recyclers through Hasanath Education Society

Waste recycling system: Recycling is processing of used material (waste) into new, useful products. This is done to reduce the use of raw material that would have been used. Recycling also uses less energy and is a way of controlling air, water and land pollution. Hasanath college operations have very less impact as the institute is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed.

Hazardous chemicals and radioactive waste management: Hasanath college operations have very less impact on hazardous chemicals as the institute consumes very less amount chemicals in the campus.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

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

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |

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

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

Response: D.1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

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

Response:

As UNESCO's Universal Declaration on Cultural Diversity says, "Cultural diversity is as necessary for humankind as biodiversity is for nature." Cultural diversity is fundamental to humans. Diverse cultures not only make societies more robust and creative but also help humans to better cope with changes. Cultural pluralism promotes mutual cooperation and mutual respect among people of different religions, regions, linguistics and ethnicities, which are crucial for establishing peace and facilitating development across the institution and nation.

To strengthen social cohesion and promote greater solidarity in the nation, there is a need for students and teachers to adhere to the principle of cultural tolerance. Being culturally tolerant means not discriminating against students of other cultures. Cultural intolerance may become the root cause of xenophobia, racism and unilateralism, and thus often lead to regional and global tensions and conflicts.

The practice of cultural inclusiveness is conducive to deepening mutual understanding and trust, as well as stimulating cultural exchanges among people of different countries, which in turn can strengthen global peace and security. Cultural inclusiveness and tolerance can play a crucial role in bringing closer people who speak different languages, practice different religions, follow different customs, and believe in different values, and therefore promote harmony which means cultural inclusiveness and tolerance are crucial for hastening the integration of the international community and building a community with a shared future for human kind. Hence, our institution always put efforts in providing an inclusive environment by celebrating different festivals, conducting ethnic days, and through our institution government also sponsor different scholarship schemes for socio economically back ward students to

ensure the balanced development and growth, oaths will be taken on different occasions, Swamy Vivekananda Jayanthi, Sadbhavana Divas, celebration of women's day and the like.

| File Description | Document |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

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

Response:

Sensitizing the students and teachers on constitutional obligations is not only a necessity but also the duty of the institution in making the students socially responsible. The institution sensitizes its stake holders on various constitutional obligations on all available occasions.

The college has a regular practice of assembling students and staff for the daily Assembly, where the students are expected to be on time and maintain discipline; this practice has instilled punctuality in them and respect time. The daily assembly focuses on the recitation of national anthem and state anthem to promote unity and national integration.

The students' union of the college conducts various programmes to sensitize the students on the judicial system of India, the rights and responsibilities of the citizens in a constitutional setup etc. Through SVEEP i.e., Systematic Voters Education and Electoral Participation, the students union organizes voter's awareness programme, oath taking ceremony, the registration process and issue of voter's ID for the students through nearby BBMP office.

The institution through its different departments and cells of the college organizes Awareness march on the protection and preservation of the environment, sustainable environment practices, and Intellectual property rights.

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

| File Description | Document |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

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

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

Response: D. 1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Code of ethics policy document | View Document |

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

Response:

Institution Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

1. 26th January Republic Day- Republic Day is celebrated on January 26 to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by “constitution awareness program” in which students and staff members got information of their duties towards our nation and rights given to them by our constitution. By organizing such type of events institute does its share to immersed patriotism and awareness to next generation.

2. 15th August Independence day- It is celebrated every year along with all our group of institutions. It is a grand event marked with the flag hosting by the Chief Guest and well-practiced march-past by many student teams. cultural activities related to independence movement are exhibited

3. 5th September (Dr.Sarvpalli RadhaKrishnan Birth Anniversary)- On 5th September, we celebrate Dr. Radhakrishnan’s birthday as Teacher’s Day with great joy..

4. 2nd October Mahatma Gandhi Birth Anniversary- A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is praised in our Institute on 2nd October of consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhi was additionally famously known as the Father of our Nation, Bapu or basically Mahatma. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute.

5. International Women's Day: This day is celebrated on 8th March every year to make the students aware of women's rights.

6. **Vivekananda Jayanthi:** This day is also celebrated as "National Youth Day" to commemorate the birth anniversary of Swami Vivekananda.

7. **Sadhbhavana Diwas:** The birth anniversary of Rajiv Gandhi is celebrated as Sadhbhavana Diwas on August 20th. This day is observed to encourage national integration, peace, affection and communal harmony amongst students. On this occasion a pledge is taken by all students and staff as "Any communal force, any religious force, any political force that relies on communalism must not be allowed to use this to weaken the nation".

| File Description | Document |
|---|-------------------------------|
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

BEST PRACTICE – I

TITLE:

"Educational Opportunities to Academically Weak Students"

Objective:

To facilitate weak and under privileged students access to higher education

Context:

Many Institutions being faced with competitions are compelled to give priority to academically bright students during college admissions. In the process, the academically weak students are left out and most of them end up in non-reputed colleges or give up further studies. In this process, many promising students are denied the opportunities to fulfill their desired goals and be a pillar of the society. The institution believes that academically weak students do not remain weak throughout. There is a possibility that there are weak areas which needed attention which if tended, can make the students fare much better. As such, weak students do not remain weak throughout nor academically strong students do not remain strong through out. Various factors in the academic history can improve or denigrate the academic performance of the students. Educational institutions play a strong role in mentoring students to improve the weak and on the other hand, nurture and further improve the academically strong students. From this perspective, this

college has adopted a policy to admitting any students irrespective of their past educational standards offering them another opportunity to excel themselves.

Practice:

The institution's vision is to provide the weak and the under privileged, particularly those access to higher education in order to equip them with life-skill to face the challenges of the modern world. With this aim, during admission, there is no cut-off mark for admission except honours papers which is mandatory to follow the minimum criteria prescribed by the university. As such, many students with poor academic record get the opportunity to study in the college to pursue higher studies. In the post admission, one month after the session started, every department assess the quality standards and potentials of the students. Assessment is done through academic performances like class test, participation and response during teaching learning process. Once the students who need extra attention and efforts are identified, intensive tutoring and remedial coaching classes are conducted for them. Non serious students with potentialities are given motivational counselling for academic improvements. Each department constantly monitors the performances of the students. Even guardians/parents are made to be involved in order to create conducive study atmosphere at home by making them sign an undertaking that they will make efforts to help their wards by cooperating with the institute's efforts.

Evidence of success:

This practice has seen the college churn out thousands of graduates out of academically weak students who hardly qualified or met the criteria for pursuing higher education. The college has equipped them with at least a degree which has opened to them an avenue of employment. The evidence of success of this practice is also revealed by the number of average and below average students securing first and second divisions and some university topper in various disciplines.

Problems encountered and resources required:

This practice however is challenging in its applications due to the wide academic disparities among the students. Going by the fact that the college admits a large number of weak students, majority of the students in the classrooms are composed of weak students. In order to keep pace with the weak students, the teacher had to proceed the Course and teaching at a slower pace. However, for the brighter students, the pace of the course and teachings are found to be too slow and monotonous. As such, the teachers have to strike a fine balance while teaching in the classrooms composed of wide academic disparities. Constant monitoring of the students sometimes proves to be too taxing on the teachers. As a result, some teachers suffer from burnout syndromes. The resources required is dedication, patience and determination on the part of teachers which are provided constantly, driven by the philosophy behind the institution's goals.

BEST PRACTICE –II

Title of the Practice:

"Marching Towards greener and Eco-friendlier campus"

Objectives:

- To keep the campus green and Clean
- To make our college campuses pollution free
- To providing a clean, comfortable and conducive living environment to students
- To Organize interactive programmes on Campus Cleanliness

The Context:

The NSS unit has planted many saplings in the campus and still more number of saplings and trees to be planted. The green committee is planning to plant more number of trees in the campus. The challenging issue of the college is maintaining the planted trees because of water scarcity in Bangalore city especially during summer season.

The Practice:

The institution has a well established NSS in the college. The activities conducted under the NSS unit and the Green Committee is working towards this issue in the campus. The members of the Green Committee take the help of NSS volunteers for maintaining cleanliness and tree plantation. In addition other students are also involved on a particular day so that everyone participates in this campaign.

Some of the College initiatives on campus cleanliness

- Students attending classes, meetings, or other gatherings within the college campus are expected to be presentably dressed in accordance with the approved etiquette.
- Students are strictly forbidden to smoke in the college premises or near the gate, to write or make any mark on the wall or desks, throw paper or ink about the floors of the classroom or corridors.
- Students are not allowed to freak out or stand about the verandahs or corridors of the college during class hours.
- Students are not allowed to gather near the gate of the college or in the entrance premises between the gate and the hall.
- Chewing pan or eating pan-masalas and smoking is strictly forbidden in the college campus.
- The college reserves the right to dismiss at any time a student for serious indiscipline.
- Students are not allowed to keep their cell-phone and Walkman on when the classes are going on.

Constraints:

Water problem is the only major constraint in this but this can overcome by planting drought resistant plant species.

Evidence of Success:

The NSS unit has already planted many saplings and many dustbins were kept outside the buildings. Further, dustbins for each class rooms have been provided and students are advised to keep their class rooms clean and they have been following the instructions so that the campus is free from dust and dirt. Environmental Protection and Campus clean slogans have been exhibited in the important places of campus.

Problems Encountered and Resources Required:

Few Students sometimes are not following the instructions due to which some unclean situations in some places exist but they are duly monitored and rectified by the NSS Unit and Green Committee. Further, infrastructural development and construction works results in reduction of plants in campus.

BEST PRACTICE III

Title of the Practice:

"Financial Aid to pursue Higher Education"

Objectives of the Practice:

To provide the financial aid to complete the higher education to the under privileged and socioeconomically weaker sections of the religious minority students. The institution being the religious minority institution established as per article 29 & 30 of Indian Constitution, is putting every effort to promote the educational interests of minorities.

The Context:

Education or "Taálim", is the single most important instrument for social and economic transformation particularly to minority community. A well-educated community equipped with knowledge and skill is not only essential to support and advance economic growth but also essential for inclusive growth. The educated and skilled person is much better placed to derive benefit from employment opportunities. Education enables people to be conscious of the socio-political issues in a society and to find solutions to the problems. The ability to think and act arouses greater political consciousness in people. Education helps to increase functional ability of people especially those who are deprived from being in the mainstream. Education has come to be viewed not only in terms of filling basic intellectual gaps, but also as a way of strengthening peoples' critical abilities which enhance their capacity to diagnose their needs, assert their rights, and have greater control over the decision makings that affect their lives. In this Context our institution is providing the financial aid to all the minority graduates pursuing higher education with KMDC Scholarships.

The Practice:

The educationally most disadvantaged community amongst the minorities in India are Muslims. They are lagging behind in literacy, enrollments and in successful completion of courses at primary, secondary and tertiary levels. As per Census 2011, status of graduate level education status of minorities (Age group 20-24) are: Muslims (6.74%), Christians (16.26%), Sikhs (12.82%), Buddhists (10.70%), and Jains (43.45%) against the National Average of 11.81%.

These figures show that if we look at graduate levels, Muslims are the only minority who are less than the national average, and also that graduate education status of Muslims are less than the National Average

Education has to serve as an engine for development, especially for the minorities of the country. Obviously, the development of a nation hinges on how much its minorities have been mobilized to contribute to the over-all growth. Despite government efforts towards the development of minorities, there still remains a visible gap particularly in the case of the Muslim community in India. As education is a key factor for their development, adequate attention has given to Minority communities in national and state educational schemes. As part of which the Government of Karnataka under Minority Development Corporation has provided various scholarship and educational loans to the students who are studying in higher education and we as an institution has deployed the schemes systematically to assist the minority students to avail the facilities provided by KMDC, and ensure the students complete their graduation and post-graduation successfully and also ensure none of them dropped only because of the financial problems.

Evidence of Success:

The application of KMDC schemes of scholarships and loans for graduate and post graduate students shown the positive results in terms of enrollments and also the dropouts have been reduced. We as an institution were able to simplify the tedious process of application and getting the benefit of scholarships and loans by utilizing the services of our alumni who are assisting the newly joined graduates in completion the process of application of KMDC schemes, there are also visiting at the beginning of the semester to educate our students about the benefits, this made the institution to make ease of getting the schemes of KMDC and also regular contact with the alumni in institutional activities. The below are the statistics which shows the benefits drawn for assessment period of 2015-16 till 2019-20. Which is an encouraging and motivating factor to the religious minority and economically weaker section of the society to send their children for higher education.

| Year | No. of students | Amount |
|-------------|------------------------|---------------|
| 2019-20 | 44 | 5,32,000 |
| 2018-19 | 48 | 9,45,000 |
| 2017-18 | 15 | 3,10,000 |
| 2016-17 | 03 | 9,000 |
| 2015-16 | 03 | 30,000 |

Problems Encountered and Resources Required:

The major problems encountered in the initial years was the coordinating with the KMDC officials to get awareness about the availability of the various schemes and their applicability to the institution and following up with the KMDC for the benefits.

Notes:

Many of the students are not aware of the availability of such board to provide scholarship and loans for minority communities, hence, there is a every need to provide wide publicity with respect to the KMDC schemes available to pursue higher education in Karnataka State.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

The Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college which completed its 36 years of existence in 2020 has a strong bonding with the local people and the students studying in this college. This includes a number of minorities and marginalized section students.

The college successfully implemented the semester system which was introduced by Bangalore University almost a decade ago. The focus is on skill development, career oriented programs, industry visit, industry - academia interaction and college have brought all these aspects under curriculum implementation and enrichment. Special attention is given to weak students especially belonging to SC/ST., OBC and minority groups.

The students of Hasanath College are not only guided to achieve excellence in the education but are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. It lays special effort on students understanding of current environmental crisis and through its various schemes like energy conservation, waste management, rain water harvesting, plantation drives urges them to become eco friendly citizens.

College in its endeavor to implement its curriculum incorporating its mission and vision with contemporary issues has evolved in best practices.

Performance of Hasanath College in shaping and strengthening has been quite encouraging and noteworthy. The very establishment of Hasanath College, as a minority management run Institution is in furtherance of enhancing the access to Higher Education in predominantly backward communities and SC/ST of Bengaluru with equal emphasis on equity.

Our institute is having a distinctive feature, where we as a institute has conducted the Faculty Development Programs under the Centre for Academic Leadership and Education Management (CALEM) an initiative of Aligarh Muslim University, Aligarh as part of the Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT) which is the culmination of the Government of India. Which helped not only our college faculty but also the faculty members of vicinity, which also helped them in getting their API scores for Academic promotions and benefits.

In addition to the existing well equipped facilities for learning management system we have hostel facility managed by the Hasanath Education Society, where it helps the socio-economically weaker sections students to complete their graduation and post graduation programs thereby achieve financial freedom and

better living, also improving their family status.

JOB FAIR 2019: Hasanath College in association with AMP Organization, Bangalore started this activity in 2019-20 (on 30th November 2019). It is evident that placement activity is conducted by institutions individually limited for their students.

This was first time in Hasanath College that placement activity was taken to the wider level where in all the students under the university were able to participate at free of cost.

This event was also a self-supporting event where students planned for the budget and raised it through sponsorship. Students as well as recruiters were provided all the required facilities through the funds raised by students. Additional distinctiveness of this event is that it is our institute's act of social responsiveness where placement opportunities are provided not only to our students, but also to students in and around Bangalore. Following chart shows the number of companies participated and students registered.

| Sl No | Year | No. of Companies | Students Registered |
|-------|---------|------------------|---------------------|
| 1 | 2019-20 | 84 | 882 |

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The college has quality, competent and experience members of faculty, who impart education with clarity and precision. The staff guide and counsel the students on demand basis whenever they are in need and help them to achieve the best in academic performance. Developing a sense of discipline is the foremost priority of our Governing council. Students are expected to be punctual and regular in attending classes. The Management insists on modes decent dress in tune with our Indian culture and tradition.

Concluding Remarks :

Hasanath College has established with an object of empowerment of women, social upliftment and empowerment of backward communities and minorities. This college acts as alchemist, saviour and bulwark for the students from the disadvantaged section who otherwise would have been deprived of their academic qualification and empowerment thereon. The members of management comprises of educationists, philanthropists and social workers. They contribute generously. Special efforts have been taken for the improvement of average students by offering financial supports, resource materials, personal attention and also career guidance as and when required.

The Alumni of the college keeps the track of students after their passing out, hold in responsible positions in Government and Non-Government organizations are the pride of our college. They assist students to get scholarships both from government and non government organizations.

The institution intends to provide a platform for academic, spiritual and intellectual upliftment of students and to take this college to glorious heights. Further it has an object to improve the quality of life to turn the students into worthy citizens and to promote cultural, inter-religious harmony and better citizens of the nation.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|--|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <ol style="list-style-type: none"> 1) Students 2) Teachers 3) Employers 4) Alumni <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : Edited based on clarification report received from HEI. Feedback collected on Alumni is not related to syllabus, DVV recommended input. 1.4.2, action taken on feedback is not related to syllabus, so DVV recommended input in 1.4.2.</p> |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : Sl. No. 3 & 4 considered.</p> |

| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 309 1046 443"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>120</td> <td>148</td> <td>156</td> <td>167</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 521 1046 656"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>36</td> <td>56</td> <td>58</td> <td>64</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 734 1046 869"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>220</td> <td>220</td> <td>220</td> <td>220</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 947 1046 1081"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>220</td> <td>220</td> <td>220</td> <td>220</td> <td>220</td> </tr> </tbody> </table> <p>Remark : Considered no of students enrolled as FY for metric 2.1.1.1</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 136 | 120 | 148 | 156 | 167 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 73 | 36 | 56 | 58 | 64 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 220 | 220 | 220 | 220 | 220 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 220 | 220 | 220 | 220 | 220 |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 136 | 120 | 148 | 156 | 167 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 73 | 36 | 56 | 58 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 220 | 220 | 220 | 220 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 220 | 220 | 220 | 220 | 220 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1480 1046 1615"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1693 1046 1827"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1 | 1 | 1 | 1 | 1 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 3 | 5 | 5 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 3 | 3 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 7 | 5 | 0 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 2 | 1 | 2 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 2 |

Remark : Not considered the activities of students inside the campus, eye & dental checkup of students & staff, cleaning drive inside the campus.

| 3.4.4 | <p>Average percentage of students participating in extension activities at 3.4.3. above during last five years</p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>100</td> <td>100</td> <td>50</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>50</td> <td>50</td> <td>0</td> <td>50</td> </tr> </tbody> </table> <p>Remark : All the activities were undertaken by the same 50 NSS volunteers.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 100 | 100 | 50 | 100 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 50 | 50 | 0 | 50 |
|---------|---|---------|---------|---------|---------|---------|---|-----|-----|----|-----|---------|---------|---------|---------|---------|---|----|----|---|----|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 0 | 100 | 100 | 50 | 100 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 0 | 50 | 50 | 0 | 50 | | | | | | | | | | | | | | | | | |
| 3.5.2 | <p>Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1137 1046 1272"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1352 1046 1487"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1 | 2 | 1 | 0 | 0 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1 | 1 | 1 | 0 | 0 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 4.1.3 | <p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 3 Answer after DVV Verification: 1</p> <p>Remark : Considered 1 class room with mounted LCD projector based on the photograph provided</p> | | | | | | | | | | | | | | | | | | | | |
| 4.1.4 | <p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|----------|---------|----------|---------|
| 8.01157 | 15.32198 | 6.99885 | 10.97179 | 9.67665 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Edited based on the clarification received from HEI signed by Principal and auditor, stating that their expenditure on infrastructure augmentation is nil.

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 15

Answer after DVV Verification: 0

Remark : Certificate of Principal considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------|----------|---------|----------|----------|
| 10.94957 | 18.57998 | 9.95485 | 13.63179 | 11.59665 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3.01 | 9.22 | 8.01 | 5.85 | 2.50 |

Remark : Edited based on HEI clarification. In the extract of income and expenditure in the letterhead of the College, signed by auditor and Principal, it is seen that expenditure for the HEI other than salary and wages is only disbursement of scholarships and other administrative expenses. Detailed income and expenditure schedules not provided. Hence total expenditure on administration shown is taken as expenditure on maintenance.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : considered sl no. 1, 2 & 4 based on the supporting clarification document

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : considered sl. no. 1 & 3 based on the supporting documents

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 13 | 9 | 9 | 25 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 3 | 4 | 3 |

Remark : Different activities under an event considered as 1.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : Sl. No. 1, 3 & 4 considered based on the documents

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 12 | 22 | 1 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 0 | 0 |

Remark : expenditure is not reflected in the audited Inc & Exp. statement.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 1 | 0 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

Remark : Considered only programs organised by HEI.

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

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

the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 12 | 0 | 12 | 10 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : no valid supporting evidence

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|----------|---------|---------|---------|
| 0 | 29.48000 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : not reflected in the audited Inc & Exp statement.

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

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

| | |
|--------|--|
| | <p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above Remark : Sl. No. 2 considered as per the photograph</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Sl. No. 3 & 5 considered as per the photograph</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : Sl. No. 1 considered based on the photograph</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : Sl. No. 1 considered based on the link provided by HEI</p> |

2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
|----|--------------------|

| 1.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>120</td> <td>148</td> <td>156</td> <td>167</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 465 986 577"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>120</td> <td>148</td> <td>156</td> <td>167</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 136 | 120 | 148 | 156 | 167 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 136 | 120 | 148 | 156 | 167 |
|----------|---|---------|----------|----------|---------|---------|----------|----------|---------|----------|----------|---------|---------|---------|---------|---------|------|-------|------|-------|------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 136 | 120 | 148 | 156 | 167 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 136 | 120 | 148 | 156 | 167 | | | | | | | | | | | | | | | | | |
| 1.3 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>53</td> <td>70</td> <td>76</td> <td>69</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 929 986 1041"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>53</td> <td>70</td> <td>70</td> <td>69</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 45 | 53 | 70 | 76 | 69 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 45 | 53 | 70 | 70 | 69 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 45 | 53 | 70 | 76 | 69 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 45 | 53 | 70 | 70 | 69 | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1205 986 1317"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10.94957</td> <td>18.57998</td> <td>9.95485</td> <td>13.63179</td> <td>11.59665</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1400 986 1512"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8.65</td> <td>16.49</td> <td>8.49</td> <td>10.38</td> <td>4.19</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 10.94957 | 18.57998 | 9.95485 | 13.63179 | 11.59665 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 8.65 | 16.49 | 8.49 | 10.38 | 4.19 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 10.94957 | 18.57998 | 9.95485 | 13.63179 | 11.59665 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 8.65 | 16.49 | 8.49 | 10.38 | 4.19 | | | | | | | | | | | | | | | | | |
| 2.3 | <p>Number of Computers</p> <p>Answer before DVV Verification : 26</p> <p>Answer after DVV Verification : 20</p> | | | | | | | | | | | | | | | | | | | | |