# SELF STUDY REPORT

## FOR

## 3<sup>rd</sup> CYCLE OF ACCREDITATION

## INDIAN ACADEMY DEGREE COLLEGE

INDIAN ACADEMY DEGREE COLLEGE - AUTONOMOUS, 984/34/1, HENNUR CROSS, HENNUR MAIN ROAD, KALYAN NAGAR P.O., BANGALORE - 43.
560043
https://iadc.ac.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

## May  2022

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Indian Academy Degree College – Autonomous (IADC-A) started in the year 1994, was founded with a vision to serve diverse needs of the society through education. A vision to contribute to the society by providing education and nurturing the same through meticulous planning and execution under the dynamic leadership of a scientist cum academician Dr. T. Somasekhar culminated in an all-round growth of the institution. Since its inception, the institution has worked hard to provide and support higher education in Science, Commerce, Business Management, Humanities and other disciplines.

The college is inclusive, student friendly and the location is easily accessible to students. Currently, the institution has strength of about 2500 students. Further, the student profiles span across ethnicity, cultures, geographical locations across India and abroad, educational backgrounds and socioeconomic status thus contributing to rich student diversity. Healthy gender equity is observed with a ratio of girls: boys being 45:55

IADC-A has been accorded academic autonomy by the University Grants Commission (UGC) in the year 2016. The institute is also recognized and included under 2(f) of the UGC Act 1956 and also included under 12(B) which makes the institution eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

The institution offers 27 programmes (14 Under-Graduate and 13 Post-Graduate) designed to enhance the skills, equip employability and to enthuse the entrepreneurial mindset of students.

The institute is permanently affiliated to Bengaluru North University and has been accredited and re-accredited by NAAC with 'A' Grade in the first and second cycles with a CGPA of 3.09 and 3.27 respectively. Department of Biotechnology- GOI has recognised the Institution under the Star College scheme and it is also recognised as a research centre in Life Sciences. During the Academic Year 2019-20 IADC-A was selected as a mentor institute under the PARAMARSH scheme of UGC. College has established an Institution's Innovation Council (IIC) as per the norms of MHRD. The learning spaces are steered by qualified and experienced faculty whose teaching is underpinned by research. Major and Minor Research Projects are undertaken by the faculty in collaboration with the students with the aid of external funding agencies.

**Vision**

To be a dominant player in imparting career-oriented, comprehensive education in India, to establish and deliver academic programmes noted for their ability to integrate professional education with humanistic, scientific and social learning as well as research capability

**Mission**

To provide cutting-edge, career-oriented academic programmes in a supportive and stimulating environment, for the intellectual and ethical growth of a diverse student community, with an unwavering commitment to excellence in education, sensitivity to students and, to the spirit of community.

To prepare graduates who manifest critical, creative and effective communication skills along with informed value judgments and a strong educational foundation in mastering tomorrow's challenges by partnering with the government, businesses and the community

**CORE VALUES**

**Respect**

Respect involves understanding the gifts and unique contributions of every individual in the society and valuing diverse perspectives. Respect for personal dignity and individual potential prompts IADC to welcome students and help them succeed in all their endeavours

**Excellence**

Excellence commits individuals to challenge themselves to utilize their naturally gifted intellect. IADC's commitment to excellence touches all aspects of college life from curriculum programmes to cultural programmes, from student services to campus environment, from recruitment to publications, and from special occasions to everyday activities.

**Compassion**

Compassion compels one to understand and embrace others in their suffering. This demands high commitment, courage of conviction, sensitivity, understanding and care. Members of IADC stand by each other in times of personal crisis or grief, express compassion through multiple endeavours that respond to the needs of one another

**Service**

Service calls for willingness and ability to contribute towards the well-being of the society. Service to the student community forms key stone of IADC.

**Integrity**

Integrity gives the ability to realize the greater good in actions. Integrity, whether personal or institutional, implies coherence between words and acts. Integrity connects the college with the Society through its intellectual services.

**Diversity**

Diversity builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives. It forms a platform to encompass and engage faculty, staff and students in the manifold activities that promote the core values of IADC.

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

**Institutional Strength**

- NAAC 'A' Grade in two cycles, with a CGPA of 3.09 and 3.27 respectively which has contributed substantially to internalization of quality in all operations
- Permanently affiliated to Bengaluru North University and recognized as a college with '2(f)' and '12(B)' status by the University Grants Commission, Government of India
- Curriculum that is constantly upgraded to ensure industry orientation with global perspectives.
- 56 MoUs with outstanding Research Institutes, Organizations, Colleges and MNCs
- Qualified and committed faculty with excellent academic credentials (Ph. D, NET/SET) and achievements focusing on innovative teaching methods underpinned with research.
- Strong student diversity with students from 25 states of India and abroad
- Student progression through foundation and bridge courses to aid performance improvement
- Research center in the Department of Life Sciences (Biotechnology, Microbiology, Biochemistry, Genetics) approved by Bengaluru North University
- Mobilization of funds of 1.54 Crore through UGC (PARAMARSH), DST-SERB, DBT-STAR programme, KSCST & SPICE projects
- Establishment of Institution's Innovation Council (IIC)
- Well-equipped science laboratories with state-of-the-art equipment
- Faculty support with seed grants to foster research initiatives among faculty members who have the potential and passion for research
- 296 quality publications in reputed National and International journals
- Actively functioning IPR cell
- 100% of the classrooms equipped with ICT facility.
- Facility Management driven by technology
- ERP driven Academic administration
- Student support services like Mentoring, Institutional scholarships, Career/Personal counseling, Entrepreneurial training, Leadership training, free-ships for sports candidates to name a few
- Vibrant Student council
- Meticulously planned and well-organized Centres for placements (IACSPS), entrepreneurship (IACEL) and skill development (IACPE)
- Outcome driven ISR initiatives
- Stable and supportive Governance
- Empowering all stake holders through an integrated e-governance system in administration and examination
- Committed to the cause of women empowerment, environmental sustainability, building of local community and communal harmony
- Sri Aurobindo Centre for Education in Human Values (SACEHV) instituted to uphold universal values among students through regular activities leading to practice.

**Institutional Weakness**

- Revenue generation through consultancy work should be strengthened.
- Number of patents registered by faculty and student startups should be increased.
- Research funding from Government/Nongovernment agencies to be mobilized.
- Placements from Campus Placement Services should be improved.
- Recognition of research guide ship for faculty members should be speeded up.
- Research activities with industry collaboration are yet to be leveraged.

**Institutional Opportunity**

- Better alignment with government initiatives like start-ups, entrepreneurship development
- Regularizing the coaching programmes for NET/SET, GATE and CAT
- Strengthening of e-content resources as part of digital infusion in the curriculum
- To transform the present status of autonomous institution into a Degree Granting Institution and further to a Deemed to be University which will certainly be a hotbed for research, innovation and entrepreneurship that attracts global talent and build international connections
- Widening the horizons by procuring a good number of research projects from the Governmental and Non-Governmental Funding Agencies
- Retention of dynamic, resourceful and intellectual faculty who are pillars of the college and play a significant role in molding the young learning minds and bringing innovative changes in the society
- To create more opportunities for the students to carry out summer internships, projects and hands on training programmes by prudently utilizing the MoUs established

**Institutional Challenge**

- Faculty exchange and student exchange programmes with premier Indian and foreign institutes of higher learning
- To create a proliferating demand for UG and PG degree programmes and attracting students into the basic science programmes
- More number of faculty members to apply for recognition of Ph.D. guide ship
- Resistance to change by the staff and students towards digital transformation leading to slow adaptability
- Forced conversion of on-campus classes to a virtual setting due to COVID-19 pandemic situation, faced with concerns on student enrolment, finances and student support
- More than 10 colleges affiliated to Bengaluru North University in the vicinity which poses a challenge to admission to the UG courses like BBA/BCA/BA and PG courses like M. Com.
- Engaging a greater number of faculty members into the field of research while simultaneously carrying out full time teaching
- Attracting good talent for teaching and research
- Significant Employee Turnover

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Indian Academy Degree College – Autonomous (IADC-A) is committed to offering an innovative learning environment that promotes a holistic student development through implementation of Outcome Based Education (OBE). Towards this, a curriculum which stimulates the learning outcomes enhancing the desired graduate attributes was built.

Choice Based Credit System with a wide range of electives /Interdisciplinary courses and an up-to-date curriculum with 629 new courses in the last five years. It takes a team of exceptional faculty members in redesigning the curriculum which is presented in the Board of Studies (BoS) for scrutiny and approval before

ratification by the Academic Council (AC). Both BoS and AC meetings are conducted twice a year. Each step involves feedback from all stake holders including industry & subject experts, meritorious alumni leading to persistent iteration of the content. The curriculum development process is flexible, dynamic and tailored to meet the needs of the discipline and at the same time aligned to local, national and global standards. The 761 courses offered across the 27 programmes, focus on employability, entrepreneurship or skill development. The institution has offered 203 Value-Added Courses (VACs) in the last 5 years to augment the curriculum and promote Inter-disciplinary learning culture. These VACs help all the students to gain an overview of industry expectations and improve their skill sets.

## Teaching-learning and Evaluation

At IADC-A, all the 53 classrooms and seminar halls are transformed into Student-Centered Learning Spaces. As students engage themselves through active participation, teachers move away from being the only redeemer of content. The diverse student community from all over the country and around the globe enroll themselves into the wide range of programmes offered by the Institution. The students represent a broad spectrum of cultural and economic environment, constituting a harmonious community and add a rich learning experience. The selection process is well-designed taking this aspect of diversity into account. The admission process is hybrid mode both online as well as offline and is carried out by integrating technology. A CRM platform specialized for education from "No Paper Forms" (NPF) is used in the process. The process is transparent with adherence to the norms of the Government of Karnataka and the Parent University (Bengaluru North University). The institution maintains a healthy student-teacher ratio of 20:1. Proficient mentoring ensures well-being of students who are the key stake holders. The students are mentored by well-qualified teaching fraternity who are the backbone of IADC-A. Further, counselling is offered through a full-time counsellor. The dedication and commitment of the teaching fraternity has resulted in 97.30% pass percentage in Continuous Internal Assessments as well as Semester Examinations. Outcome-Based Education prepares students by combining domain expertise with dynamic capabilities by revolutionizing the curriculum along with the Teaching-Learning process. The examination system is knowledge-driven and is based on continuous evaluation with a focus to impart learning of fundamentals and increasing analytical abilities of students.

The Internal Quality Assurance Cell (IQAC) in association with Indian Academy Centre for Professional Excellence (IACPE) has introduced a Review of Teaching (ROT) process which enables faculty and the academic leadership team to reflect on the teaching process and improvise the learning and teaching standards.

## Research, Innovations and Extension

Teaching at IADC-A is underpinned by research and student learning at the institutional level and enables development of strategies based on a broader and context-driven conception.

The institution aims to create research ambience by promoting research in arts and science through innovations in established and newer technologies. A well-established Research Advisory Committee (RAC) rolls out the institution's Research Promotion policy which is refined periodically and sets the right tone for research promotion. The Institution has provided seed grants for 80 projects which serve as incentives for faculty members to develop research projects. These form a platform to build larger externally funded research projects and proposals. The faculty has published 296 research articles in journals indexed in Scopus, Web of Science, UGC Care and other reputed databases. National and international fellowships enable staff to collaborate and work on inter-disciplinary research. IADC-A provides a conducive environment for promotion of Innovation

and Incubation. The Institution's Innovation Council (IIC) and Indian Academy Center for Entrepreneurial Learning (IACEL) ensure that talented students are recognized and provided with the right platform for nurturing innovation and entrepreneurial skills. The key objective of the IIC is to facilitate students to transform their ideas into sustainable projects. Research climate is reinvigorated through conduct of 156 workshops / seminars / conferences on Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development. Faculty members are constantly motivated in their research pursuit through financial support for participation, presentation of research papers and research publications. The institution has received 1.54 crores as grants from the Government for Government Funded Projects. 56 MoUs and Collaborations with Institutions and Industries ensure synergy in research, publication, learning and placement support. The institution has a dedicated ISR wing which has been contributing to the community. The objectives of the ISR cell are:

1. Contribute meaningfully to the development of local communities in resource transfer and consciousness raising.
2. Engage students and staff in learning outside the classroom by empowering hands on experiences.

**Infrastructure and Learning Resources**

Infrastructure at Indian Academy Degree College – Autonomous plays a pivotal role in setting the right ambience for students who are the primary stakeholders. There are 53 ICT enabled classrooms, Seminar Halls, Laboratories, Board rooms and auditoria for all curricular, co-curricular and extra-curricular activities of the college. Smart boards are placed in some of the classrooms. Indian Academy Library and Information Centre is the heart of IADC-A. The library has two floors with a total carpet area of 2,352 Sq.ft. This provides an adequate reading space for 175 students at a time. Also, there are 61 computers to access Digital Library resources. IADC-A central library has a rich collection of 31820 books comprising of 26564 text books, 4426 reference books, 830 SC/ST books and manuscripts, rare books, Braille books, reports, thesis and dissertations. Library is upgraded with the latest Easylib 6.4a cloud version software. Library Automation has facilitated easy browsing, reservation and borrowing of books. The library has e- resources like DELNET, N-LIST, NDL, e-PG Pathshala, J -Gate Database and DrillBit Anti-Plagiarism Check Software. 7 surveillance cameras are installed for monitoring purposes at the Library and Information Center. Entire campus is Wi-Fi enabled with an Internet speed of 1 GBPS. The institution has 333 computers exclusively for academic purposes. G-suite LMS is fully functional with unique official mail-ids provided to all students and faculty. The institute has a recording studio which also aids as an Audio-Visual center equipped with high-speed internet facility and equipment for live-streaming. The Learning Management System enables transparent and fool proof academic and administrative operations. The college campus is maintained well with appropriate landscape, vermicompost units, solar panels and rainwater harvesting units. The campus includes lifts, ramps, wheel chairs and other facilities for the differently abled students. The campus has Uninterrupted Power Supply (UPS) with power backup facility. Exclusive parking lot for staff and students indicated by user-friendly signboards, 24x7 security services and 115 surveillance cameras enhance the utility of the campus. The maintenance is also automated and centralized. An application 'UpKeep' which is an Asset Operations Management solution gives the maintenance and reliability team the tools and information they need to run operations efficiently and effectively.

**Student Support and Progression**

The student community of IADC-A continuously work towards conquering the intellectual challenges and develop a sense of achievement towards promising career aspects apart from ensuring personal growth. Capability enhancement programmes are conducted to enhance professional etiquette and build life skills

amongst students. The well-established placement cell which is an integral part of the institution understands the challenges of the job market and accordingly trains the students and get them placed in reputed firms. 93 programmes were conducted by the placement cell in the last five years. 214 companies visited the campus and 817 students are benefitted by the cell. The institution constantly motivates students to pursue higher education. The faculty along with the placement cell have conducted various activities to promote higher education and research aptitude amongst the young learners. The Student Welfare Office (SWO) plays a pivotal role in building leadership skills amongst students. Sports and Cultural activities boost the confidence in student participants and enhance their overall performance. These activities develop the personality of the students and assist them in shaping their career. At the same time, students can also leverage the advantage of participating in various activities. 489 extracurricular activities were organized by the institution in the last 5 years. 4554 deserving students are benefitted through freeships, institutional and government scholarships that come up as the most desired form of financial aid.  The Indian Academy Alumni Association (IAAA) is a part of the organizational hierarchy and is actively involved in the functioning of the institution in many ways. The alumni help to establish a sound interface with the real world. 42 activities were organized under the IAAA banner and a sum of  ? 1632500/- has been received from alumni with focus on overall wellbeing of the institution

## Governance, Leadership and Management

The top management is highly responsive and governance at IADC-A reinforces a culture of excellence through participative management. The value system inculcated ensures academic excellence that ultimately manifests into character building. All institutional endeavors are a reflection of the vision and mission of the institution that are strengthened with a well-defined quality policy combined with the core values of the institution. The empowered team of faculty members and students headed by the Principal and Vice Principal along with the Internal Quality Assurance Cell (IQAC) play a pivotal role in implementation of the quality policy and plans. The Board of Studies, Academic Council and the Governing Body form premeditated plans and work towards improving quality of education, driving academic excellence and implement new programmes. The top management clearly understands that staff satisfaction will lead to student satisfaction and ensures that all activities are student centered. Faculty Development Programmes are organized periodically and faculty members are motivated to participate in Short Term Training Programmes, Faculty Development Programmes and Refresher courses. 260 faculty members have been provided with financial support. The institution has organized sizeable number of seminars, conferences and other events. Faculty participation in FDPs and training programmes are encouraging.  Top management sets an example and entitles faculty members as academic leaders. The IQAC through various programs improves the standards of the institution and internalizes consistent and sustainable growth in the quality of academic processes and monitors the Quality Assurance strategies.  The teaching – learning process is reviewed by the IQAC through evaluation of learning outcomes as per OBE and ROT policy. The feedback mechanism on curriculum, teachers, infrastructure and student satisfaction is administered by the IQAC on a regular basis with efficient and time-bound implementation of preventive actions. Annual Academic Audits conducted by the IQAC reviews the performance of the institution and suggests improvements towards excellence both in academics and administration.

## Institutional Values and Best Practices

The institution proactively promotes and advocates a value system and develops practices that build respect and understanding. The institution is well prepared to handle and respond to gender sensitive issues. The Women's cell has organized programmes on gender equity, health and hygiene and many more. The Internal Complaints

Committee is constituted in the institution to provide awareness on professional ethics at the workplace, gender discrimination and sexual exploitation. The institution promptly uses alternate sources of energy wherever required including sensor-based technology, LED bulbs and power-efficient equipment. The introduction of LED bulbs has brought down the power consumption from 2263 KWH Meter 1n 2016 to 15592.5 KWH Meter in 2022. As an initiative to preserve and promote the eco system, a vermicompost unit is set up within the campus, the compost of which is utilized for gardening purposes. The institution has an efficient waste management system that encourages segregated sources of waste wherein biomedical and hazardous waste is handled effectively. The college provides a friendly environment to the physically challenged students with appropriate facilities including braille books, elevators, ramps, wheel chairs, display boards, washrooms and signposts. Programmes are conducted periodically to sensitize the stake holders on the rights and duties of citizens along with constitutional obligations. All national and international commemorative days and festivals are celebrated. The best practices of the institution include "Promotion of Education through School Adoption" and Transforming Education through Technology Integration"

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | INDIAN ACADEMY DEGREE COLLEGE |
| Address | Indian Academy Degree College - Autonomous, 984/34/1, Hennur Cross, Hennur Main Road, Kalyan Nagar P.O., Bangalore - 43. |
| City | Bangalore |
| State | Karnataka |
| Pin | 560043 |
| Website | https://iadc.ac.in/ |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Srinidhi K. Parthasarathi | 080-67458904 | 9663281808 | 080-6745890 8 | principal_iadc@in dianacademy.edu.i n |
| IQAC / CIQA coordinator | Sangeetha Annie George | 080-67458936 | 9886033478 | 080-6745893 3 | sangeethaannie@in dianacademy.edu.i n |

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

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

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

**Establishment Details**

| | |
|---|---|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 05-08-1994 |
| Date of grant of 'Autonomy' to the College by UGC | 07-09-2016 |

**University to which the college is affiliated**

| State | University name | Document |
|---|---|---|
| Karnataka | Bengaluru North University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 13-05-2011 | View Document |
| 12B of UGC | 04-06-2013 | 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 | | | | |

**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? | Yes |
| If yes, name of the agency | DBT STAR College Scheme |
| Date of recognition | 08-03-2018 |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Indian Academy Degree College - Autonomous, 984/34/1, Hennur Cross, Hennur Main Road, Kalyan Nagar P.O., Bangalore - 43. | Urban | 0.8134 | 10300 |

# 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 | BSc,Physical Science | 36 | Higher Secondary | English | 20 | 13 |
| UG | BSc,Physical Science | 36 | Higher Secondary | English | 20 | 0 |
| UG | BSc,Life Science | 36 | Higher Secondary | English | 20 | 16 |
| UG | BSc,Life Science | 36 | Higher Secondary | English | 20 | 10 |
| UG | BSc,Life Science | 36 | Higher Secondary | English | 20 | 10 |
| UG | BSc,Life Science | 36 | Higher Secondary | English | 30 | 24 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 20 | 0 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 25 | 24 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 20 | 9 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 15 | 0 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 30 | 0 |

| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 310 | 310 |
| UG | BCA,Computer Science | 36 | Higher Secondary | English | 100 | 92 |
| UG | BBA,Business Administration | 36 | Higher Secondary | English | 110 | 108 |
| PG | MSc,Computer Science | 24 | Higher Secondary | English | 15 | 0 |
| PG | MSc,Microbiology | 24 | Higher Secondary | English | 30 | 28 |
| PG | MSc,Biotechnology | 24 | Higher Secondary | English | 20 | 17 |
| PG | MSc,Genetics | 24 | Higher Secondary | English | 15 | 8 |
| PG | MSc,Chemistry | 24 | Higher Secondary | English | 20 | 19 |
| PG | MSc,Biochemistry | 24 | Higher Secondary | English | 20 | 15 |
| PG | MSc,Mathematics | 24 | Higher Secondary | English | 15 | 0 |
| PG | MSc,Physics | 24 | Higher Secondary | English | 15 | 0 |
| PG | MA,Economics | 24 | Higher Secondary | English | 15 | 0 |
| PG | MA,English | 24 | Higher Secondary | English | 15 | 0 |
| PG | MCom,Commerce Pg | 24 | Higher Secondary | English | 20 | 10 |
| PG | MCom,Commerce Pg | 24 | Higher Secondary | English | 20 | 10 |
| PG | MTTM,Commerce Pg | 60 | Higher Secondary | English | 15 | 0 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 30 | | | | 28 | | | | 65 |
| Recruited | 15 | 15 | 0 | 30 | 13 | 15 | 0 | 28 | 18 | 47 | 0 | 65 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching 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 | | | | 58 |
| Recruited | 17 | 41 | 0 | 58 |
| Yet to Recruit | | | | 0 |

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 11 | 6 | 0 | 8 | 7 | 0 | 6 | 12 | 0 | 50 |
| M.Phil. | 1 | 3 | 0 | 1 | 4 | 0 | 2 | 2 | 0 | 13 |
| PG | 5 | 5 | 0 | 3 | 3 | 0 | 9 | 35 | 0 | 60 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 1184 | 162 | 0 | 51 | 1397 |
| | Female | 698 | 73 | 0 | 18 | 789 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 59 | 65 | 0 | 1 | 125 |
| | Female | 121 | 46 | 0 | 1 | 168 |
| | 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 | 122 | 85 | 98 | 91 |
| | Female | 69 | 66 | 86 | 52 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 12 | 17 | 20 | 22 |
| | Female | 10 | 10 | 13 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 331 | 307 | 218 | 243 |
| | Female | 204 | 215 | 165 | 132 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 140 | 114 | 235 | 256 |
| | Female | 111 | 107 | 147 | 146 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 999 | 921 | 982 | 951 |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
| --- | --- |
| Biochemistry | [View Document](#) |
| Biotechnology | [View Document](#) |
| Business Administration | [View Document](#) |
| Chemistry | [View Document](#) |
| Commerce Pg | [View Document](#) |
| Commerce Ug | [View Document](#) |
| Computer Science | [View Document](#) |
| Economics | [View Document](#) |
| English | [View Document](#) |
| Genetics | [View Document](#) |
| Humanities | [View Document](#) |
| Life Science | [View Document](#) |
| Mathematics | [View Document](#) |
| Microbiology | [View Document](#) |
| Physical Science | [View Document](#) |
| Physics | [View Document](#) |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The National Educational Policy was announced by the Government of India in the year 2020 and adopted by the Government of Karnataka is the first state to adopt it in the year 2021. The Government through the NEP would like to bring back the ancient system combined with the integration of modern technology and curb the commercialization of education in the country. This apart, promoting Indian Languages and protecting the culture and ethos of Indian values is one of the objectives of NEP. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support it. The institution believes that the commitment to human rights, sustainable |

| | |
|---|---|
| | development and living, and global well-being, thereby reflecting a truly global citizen. The institution framed a committee that was responsible to implement the NEP-based curriculum in line with the national vision across all the programmes it offers. In addition, various sub-committees were constituted led by the respective Heads of the Departments who discussed the curriculum framework in detail in their respective specializations setting academic standards and benchmarks of quality and excellence in education offered at IADC-A. The committee believes in providing clear, understandable, and consistent guidelines on teaching and learning standards and set expectations for the academic staff working at IADC-A in terms of teaching and allied academic activities. Finally, the committee insisted to offer high-quality education to students of IADC-A to reach their full potential through student-centered learning. In this direction, the institution has redesigned all its academic programmes to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the institution is proactively working towards the implementation of the suggestions given in the NEP. |
| 2. Academic bank of credits (ABC): | IADC-A follows Choice-Based Credit System (CBCS) for all its programmes. Under the NEP framework, each Discipline Specific Core (DSC) courses is four credits, while Ability Enhancement Compulsory Courses (AECC) and Open Elective Courses (OEC) are of three credits, Skill Enhancement Course (SEC) is one credit. The students will now have the flexibility with exit options offered to them at multiple levels. One hour of lecture is equal to one credit, one hour of the tutorial is equal to one credit (except for languages) and two hours of practical is equal to one credit. The Continuous Internal Assessment (CIA) component is for 40% weightage and the final exam component is for 60% weightage. The NEP framework allows multiple exit options for students. For example, the student who completes his first-year Bachelor's Programme with 50 credits can exit with a certificate course. A student who completes his two years Bachelor's Programme with 100 credits can exit with |

| | a diploma course, and 3 years with 138 credits can exit with a Bachelor's Degree, while a student who completes his four years with 180 credits will exit with an Honours Degree. |
|---|---|
| 3. Skill development: | In order to ensure inclusive and equitable quality of education for students for lifelong learning, more emphasis on skills and values-based courses are designed under the new NEP based curriculum. The Skill Enhancement Courses (SECs) are meant to improve the skill levels of students in various domains such as cognitive skills, analytical skills, employable skills, transferable skills, and communication skills. A few examples are Digital Fluency, Health and Well-being, Environmental Studies, Yoga, cultural activities etc. In line with the Government of India, National Skills Qualification Framework (NSQF) and requirements of Industry 4.0, the newly adopted curriculum and the training imparted will help students to get fully trained in accordance with NSQFs to enhance the employability of our graduates as per the industry's current human resource requirements. In this regard, the institution has signed an MoU with IBM SkillsBuild which is a free access digital learning platform with more than 7500 learning activities that focus on industry-relevant skill development through the lens of domain-specific experts for students and job seekers. On successful completion of certain courses, students can earn IBM certified badges and certificates which help them showcase the 21st Century industry-relevant Technical, Professional, Essential Skills that they have acquired. The NEP based curriculum expects more testing of higher-order cognitive skills, transferable skills etc. at various levels of degree programmes offered by the institution. The NEP curriculum designed and implemented includes transferable skills which will be of value to students not only during the academic study but in other contexts, such as during their working lives. These skills include interpersonal skills such as communication skills and teamwork; digital/computing skills; entrepreneurial skills; problem-solving skills; research skills, self-management skills, time-management, work planning etc. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using | IADC-A encourages learning of the national and regional languages which are embedded into various |

| | |
|---|---|
| online course): | Programmes it offers. The institution is keen to provide an understanding of the cultural values permeated by the literary works in various languages. Further, Indian Ethos and Ethics in the curriculum of various programmes that teach cultural values in Indian tradition enables students to imbibe value orientation in the subjects they study. |
| 5. Focus on Outcome based education (OBE): | Indian Academy Degree College Autonomous (IADC-A), Bangalore follows an approach of Outcome Based Education (OBE) system which inculcates student-centred learning and teaching methodology. The Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs) are carefully crafted catering to local, regional and global needs and are aligned with the national goals and institutional vision and mission of Higher Education. Graduate performance is measured in terms of knowledge, skills and attitude. This ensures that overall development of the student is given due weightage during the measurement of Programme and Course Outcomes. The OBE framework shall guide the learning and teaching process within the institution and is embedded with the design and delivery of the programme in order to achieve the outcomes framed. |
| 6. Distance education/online education: | In spite of the pandemic, that hit the entire world, the institution had a very smooth transition from face-to-face learning to online learning. The institution also witnessed gradually that blended learning is more effective than traditional face to face learning. This may be for several reasons. Firstly, a blend of online and face to face learning gives learners the opportunity to see, interact with and understand the subject content in a variety of contexts. Secondly, online learning can be more personalised: it has the potential to allow learners to follow their own interests or learning pathways. Thirdly, today's students are digital natives who expect to learn via technology. They may sometimes find too much old-fashioned classroom teaching to be demotivating. The institution adapted itself to online teaching through G-Suite. In addition, various asynchronous learning activities through digital and live short videos on important topics were made available to students to provide a basic idea of important concepts. For this purpose, the institution has framed an online teaching requirements policy. The |

| | institution has conducted webinars, classes, and guest lectures via online mode not only during the pandemic but also continues to provide otherwise. For example, youth day was celebrated via online mode where students were provided access to attend the workshop. Various skillsbuild activities are offered online, students are provided access to E-Pathasala wherein they can register for various courses and get the certification. There is ample opportunity under the NEP based curriculum to offer certain courses online which the institution has used for delivering courses like yoga, digital fluency, health and wellness etc. Faculties are encouraged to offer online courses which promote blended learning. The institution has signed an MoU with Stockbyte application to provide them additional resources in the form of lectures, case studies, expert talks etc. and have free online access to the resources. |
|---|---|

# Extended Profile

## 1 Program

### 1.1

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27 | 27 | 25 | 25 | 25 |

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

### 1.2

**Number of departments offering academic programmes**

**Response: 16**

## 2 Students

### 2.1

**Number of students year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2479 | 2733 | 2612 | 2603 | 2502 |

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

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 721 | 746 | 542 | 438 | 348 |

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

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**2.3**

**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2333    | 2450    | 2198    | 1666    | 934     |

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

**2.4**

**Number of revaluation applications year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23      | 36      | 59      | 43      | 11      |

# 3 Teachers

**3.1**

**Number of courses in all programs year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 761     | 762     | 722     | 720     | 720     |

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

**3.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 123     | 111     | 117     | 113     | 113     |

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

**3.3**

**Number of sanctioned posts year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 123 | 111 | 117 | 113 | 113 |

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

# 4 Institution

## 4.1

**Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1396 | 1666 | 1543 | 1638 | 1689 |

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

## 4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 497 | 577 | 542 | 545 | 555 |

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

## 4.3

**Total number of classrooms and seminar halls**

**Response: 53**

## 4.4

**Total number of computers in the campus for academic purpose**

**Response: 333**

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**4.5**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 569.8 | 241.62 | 1324.38 | 535.8 | 684.21 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

IADC-A, follows a philosophy of Outcome-Based Education (OBE) for curriculum development and delivery of all programmes. This inculcates student-centered learning and teaching methodology. The Programme Educational Objectives (PEOs) Programme Outcomes (POs) and Course Outcomes (COs) are carefully crafted catering to local, regional global needs and aligned with the national goals for higher education and institutional vision and mission. Graduate performance is measured in terms of knowledge, skills and attitude and ensure the overall development of the student is given due weightage during the measurement of Programme and Course Outcomes.

The OBE framework shall guide the learning and teaching process within the institution and is embedded with the design of the programme in order to achieve the outcomes framed.

**Curriculum Implementation**

Indian Academy Degree College – Autonomous (IADC-A) ensures effective implementation and delivery of curriculum through a meticulously planned and documented process that is holistic, comprehensive and has relevance to the regional/ national/ global developmental needs with expound and informed learning objectives and outcomes. Diversified competencies of the graduates help in understanding to fulfilling their roles in the design and development of curriculum as per guidelines proposed by the UGC and Bengaluru North University.

The Choice based Credit system (CBCS) pattern followed by the college inculcates social inclination and fosters employable proficiency among the students in line with the Institutional values. Curriculum revisions are carried out for UG/ PG programmes respectively and minor changes are incorporated every year as per the current requirements of the industry.

As evident from the strategic objectives of the Institution, it continues to enhance the quality of the programmes. The curriculum design supports the achievement of the programme objectives and learning outcomes. The design is also based on national and international expectations of the academic discipline, together with expectations of relevant external stakeholders including employers, professional bodies etc. There are defined and effective processes for the design, evaluation, review, and revision of the programme curriculum which involve internal and external stakeholders and include benchmarking. The quality of the curriculum designed and developed shall be looked at every academic year to ensure that the currency and academic standards of the programme are maintained.

Further, the Programme Educational Objectives (PEOs) were reviewed annually to ensure that the curriculum fits the student's requirements. Local, regional, national and international benchmarks were

looked into. According to these benchmarks, the portfolio of courses offered under the all the 27 programmes contain appropriate curricula to accommodate the specific needs of the students studying in various programmes that the institution offers.

The institution regularly monitors the environment through course benchmarks and seeks feedback from various stakeholders. The rationales for changes are derived through the feedback from Industry experts, student, external and internal subject experts and examiners and views of the subject experts for all the programmes.

Thus, the curricula of all the programmes map out to corroborate academic excellence, social relevance, employability, entrepreneurship, healthy practices of extra and co-curricular activities and development of the neighborhood through core human values through a comprehensive educative system, which ultimately culminates in the tagline of the institution – "*get ready for life*".

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |

**1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 92.59

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 27

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 25

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Details of program syllabus revision in last 5 years(Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

**Response:** 93.59

**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 737 | 730 | 676 | 658 | 650 |

| File Description | Document |
|------------------|----------|
| Programme / Curriculum/ Syllabus of the courses | [View Document](#) |
| MoU's with relevant organizations for these courses, if any | [View Document](#) |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | [View Document](#) |
| Average percentage of courses having focus on employability/ entrepreneurship(Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 1.2 Academic Flexibility

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

**Response:** 82.55

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

Response: 629

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 762

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 100

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

Response: 27

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for 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:**

Indian Academy Degree College - Autonomous in line with its vision and values has built its curriculum to integrate professional ethics, gender equality, human values, environmental care and sustainability. The aim is not only to create professionals with just extraordinary skill sets and competency in their relevant fields but imbibe the above mentioned traits in their professional and personal life..

**Gender:** The women's council of the college has been very active. The council observes International Women's Day every year. Various, Women's Day events have been conducted during the assessment period. The cell also organizes programmes on gender sensitivity, women's rights and other related issues. Institution has constituted an Internal Complaints Committee (ICC) and an Anti Sexual Harassment Cell. Besides these, courses that focus explicitly on gender issues are offered like '**Gender, media and globalisation'**, '**Hygeine and life**' and '**Women Empowerment'**. Through these initiatives students gain awareness related to  gender issues and are motivated to become independent and empowered individuals

to think with free will, articulate their impressions and strive to contribute to the society.

**Environment Sustainability:** The College offers an '**Environment and public health**' course for all the UG students of the college. Many courses and activities highlighting environmental issues such as **'Rural Enrichment and Sustainable Development'**, '**Science and society**', **'Organic Farming and Ecology'**, 'Renewable Energy and Energy Harvesting', 'Environmental microbiology', 'Soil and agricultural Microbiology' etc. are also offered. Besides this, the learners obtain practical exposure to environmental conservation through regular awareness programmes and campaigns conducted by NSS, Nature Club etc. Students execute their civic duty by undertaking activities like making the neighbourhood plastic free, waste management and pollution control techniques, planting of saplings, vermicomposting etc.

**Human Values and Professional Ethics:** Sri Aurobindo centre for human values, recognising the importance of developing citizens with a strong virtuous compass and steadfast rectitude has organised several programs addressing moral human values. In addition, the college offers courses instilling human values and professional ethics like '**Business ethics', 'Bioethics', 'Fundamentals of organizational Behaviour', 'Image building program'**, '**Personality development, and 'Humanness Curriculum'.** Thus, the college strives to fulfil its vision and mission to educate learners and empower them to become ethically grounded in both their personal and professional lives. Outreach Programmes through which, students visit villages and government schools adopted by the institution and engage in voluntary service, give these values a place in habitude,.

Hence, through many courses, the college addresses the issues of gender sensitivity, environmentally sustainable living and humanistic values. This will arm the students to foster a holistic understanding of society and handle them with perpetuated responsibility to create a progressive society.

| File Description | Document |
|---|---|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response:** 203

1.3.2.1 **How many new value-added courses are added within the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 55 | 47 | 48 | 32 | 21 |

| File Description | Document |
|---|---|
| List of value added courses (Data Template) | [View Document](#) |
| Brochure or any other document relating to value added courses | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**

**Response:** 73.9

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2172 | 2036 | 2406 | 1749 | 1203 |

| File Description | Document |
|---|---|
| List of students enrolled | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

**Response:** 69.99

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 1735

| File Description | Document |
|---|---|
| List of programs and number of students undertaking field projects / internships / student projects (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers,  4) Alumni**

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

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | [View Document](#) |
| Link for Additional Information | [View Document](#) |
| URL for stakeholder feedback report | [View Document](#) |

**1.4.2 The feedback system of the Institution comprises of the following :**

**Response:** A. Feedback collected, analysed and action taken and report made available on website

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| URL for stakeholder feedback report | [View Document](#) |
| Link for Additional Information | [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:** 83.96

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723 | 999 | 921 | 982 | 951 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 995 | 1155 | 1085 | 1090 | 1110 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format (Data Template) | [View Document] |
| Any additional information | [View Document] |
| Link for 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:** 96.42

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 451 | 565 | 525 | 545 | 536 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for 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 crux of any institution's vision and mission is to achieve academic excellence. IADC-A strives to build the intellectual cadre of students and manifest the infinite potential in them. The institution has systems in place to ensure that the teaching quality is in line with its academic standards. A systematic review process aids continuous improvement.

**Orientation Programmes:**

The institute conducts a student induction programme for the newly inducted at the beginning of every year.

The identification of fast and slow learners is a process which starts at the beginning of the first semester and happens during every semester.

**Bridge Courses:**

Bridge courses are organized for the newly admitted students and two assessments are carried out in the beginning and at the end of the course. Here the learners are segregated into fast learners and slow learners. Students above 70% are classified as fast learners. Students between 50% and 70% are classified as normal learners and students who have scored less than 50% are classified as slow learners. The slow and fast learners are also identified during the CIA process during every semester where the student is assessed for communication, conceptual clarity and presentation skills. During the Mid Semester examination every semester, the fast and slow learners are identified based on their performance.

**Activities for Advanced Learners and Slow Learners:**

**Advanced Learner Activities:**

**Peer Learning:**

An advanced learner is assigned a group of slow learners wherein, the slow learners are guided by the advanced learner through a peer to peer learning approach. The learning environment is informal and the learners learn quickly.

**Research Publications:**

Students are encouraged to co-author research papers along with their faculty members. 79 students published papers during the assessment period.

**Training Programmes and Workshops**

The students are exposed to hands on training and workshops in their field of study to provide an exposure to the emerging trends in the field of study.118 training programmes and 89 workshops were conducted during the assessment period.

**Internships and Projects:**

Internship and Projects forms a very significant platform for experiential learning. Students are deputed to companies where they learn while contributing to the companies. 673 internship opportunities were provided to students during the assessment period.

**Short Term Courses**

Students are exposed to short term courses spanning between 5 to 15 days related to their area of specialization, thus igniting their explorative perspective through these courses. Certification and Value Added Programmes also form a good platform.

**Oral and Poster Presentations:**

Advanced learners are provided opportunities to express themselves and hone their knowledge through Oral and Poster Presentations at various seminars and conferences.

**Participation in Co-Curricular Activities:**

The students participate in co-curricular activities like volunteering, quizzes, debates, organizing events etc.

**Participation in DSR and ISR activities:**

The students are deputed to ISR activities to build their spirit of sharing.

**Slow Learners:**

While **peer learning** and **activity- based learning** has worked in catalyzing the learning of the students, **Remedial classes** are held for the students so that the fundamental concepts of the subjects improve. Students are evaluated after the remedial sessions and are advised on the future course by their mentors. Library hours are earmarked for the slow learners to provide time to cope up with the curriculum.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 20:1

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for 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:**

Teaching quality at IADC-A is augmented through the implementation of defined and appropriate learning and teaching methods which include experiential learning, participative learning and problem solving methodologies.

Experiential and participative learning are built into Learning and assessments. They are administered through Industrial Visits, Guest Talks, Webinars, Workshops, Training Programmes, Internships and Club Activities.

This process is built as a well-designed structure which is highly systematized and student centric. This student centric approach addresses the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. The institution strives to uphold interactive learning and teaching process through a variety of learner-centered experiences embracing and enhancing the teaching fraternity through faculty development programmes and orientation programmes in turn benefiting the student community.
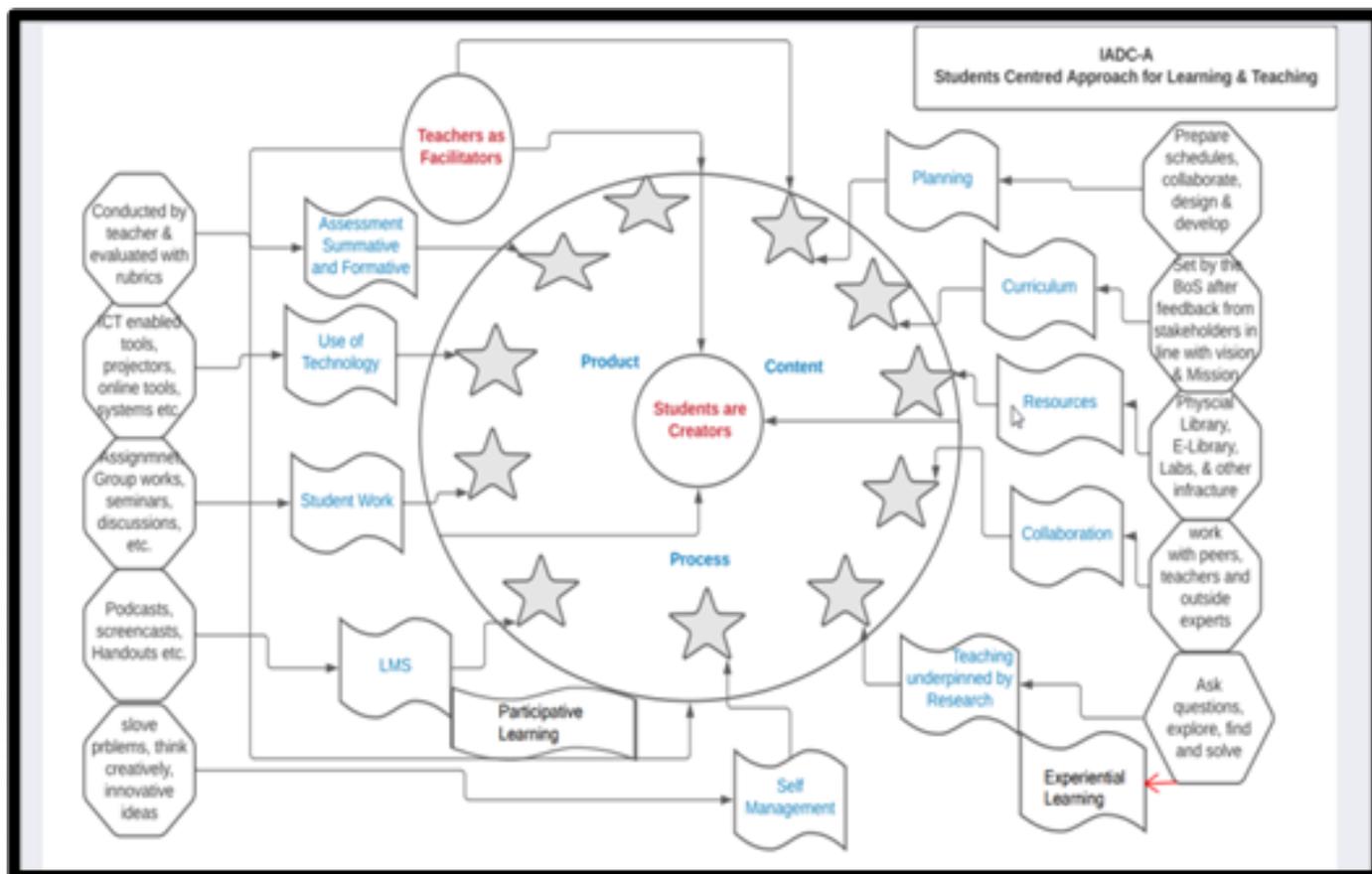
## Experiential Learning

The institution focuses on practical exposure and applied learning. The students experience the same through various co-curricular activities which is built into the calendar of the respective departments.

**Industrial Visits** are organized on a regular basis to help students understand and comprehend the process and functions which are learnt academically. The objectives and the outcomes of the industrial visit are clearly defined before the visit. The students are briefed on the visit before the visit. There is a debriefing session at the end of the visit. A report is submitted by the students in teams which is in line with the objectives. 208 Industrial Visits have been conducted during this assessment period.

Arrangements are made so that the students visit banks, stock markets and other places of importance and relevance. The report submitted is a part of their assessment. This provides a window to the students wherein they peep out to understand the ground realities.

The **creative ability** in students is enhanced through exhibitions, presentations, audio visual programmes. 30 Exhibitions have been conducted during this assessment period.

## Participative Learning

The metamorphosis of learning is complete only through participative learning. The faculty members of IADC-A engage students' interest in theoretical lessons, encouraging group discussions and critical

reflections to impact the critical thinking and logical reasoning of academic inferences.

- **Role plays** and **guided group discussions** yield enhanced learning outcomes. This activity enables the process of generating ideas and create a platform to discuss, debate and unearth new ideologies thus aiding a paradigm shift.
- **Student seminars** are organized to provide insights and updates into the latest developments in their field of study.
- Thirteen student clubs functioning under the guidance of faculty members provides a platform to showcase the innate skills such as leadership, communication, presentation skills etc.

**Problem Solving**

**Brainstorming, mind mapping** techniques and **case studies** have facilitated the students to ideate and chart a work-flow for a given circumstance.

Students are equipped with practical oriented professional courses such as Microsoft Office Tools, Tally ERP 9.0 with GST and Digital Marketing.

Entrepreneurial week was organized to give the students a practical overview of investments, business functions, marketing and sales.

These above mentioned activities help build the student centric methods to enhance learning experiences, enable knowledge enhancement and hand hold the student community to achieve its full potential.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

**Response:**

Indian Academy Degree College (IADC - A), in line with its mission of creating a supportive and stimulating environment for intellectual growth, has constituted a committee for Digital Transformation. This committee, as one of its objective, sustainedly works on enabling the faculty, students and the non-teaching staff to use the ICT tools. Apart from upgrading ICT facilities, the faculty is trained to optimize the use of these facilities continuously. Regular training is imparted to the faculty in terms of use of hardware, pedagogical tools and the softwares used in learning and teaching.

The learning spaces at the institution are equipped with DLP Projectors in 53 classrooms & seminar halls and 9 laboratories. All the 18 departments at the institution are equipped with, video Conferencing tools,

cameras and dedicated computer systems. The Institution have well equipped Audio Visual room with facilities for e-content development. 1 GBPS of high speed Wi-Fi connection is made available so that the faculty members and students have an access.

In addition to the above mentioned hardware, the institution also has procured Google Workspace which includes classroom, slides, Google meet and sheets. For online mode of classes during the current pandemic situation all the classes were scheduled on Google Classroom embedded with timely planning over the Google Calendar. The learning materials and resources are shared to students through Google classroom.

To keep the learners actively engaged during the online sessions, many third party extensions like Slido, Padlet, Poll Everywhere, Gaming Apps and Simulation activities are embedded into the pedagogy. Academic performance of students is also evaluated through their assignments and tasks assigned through Google classroom. These tools improve student participation and aid experiential learning.

In order to improve the effectiveness of the online teaching at departments like Mathematics and Commerce, faculty is provided with digital tablets. The faculty are also introduced to integrated white board, Jam board and Open Board Apps which are used in the learning spaces for subjects which involve formulas and calculations. The institution has a 500 participant Zoom platform which is effectively used in organizing events like webinars and conferences for learners from and outside IADC - A and the same are webcast on the institution's YouTube channel. These videos are downloadable for those participants who are in remote places with poor access to internet with low bandwidth.

In addition, the institution has been creating number of e-learning content which are uploaded on the institution's YouTube channel to make it available to the learning community across the globe.

Technology was integrated during the online examination process. An AI driven HIREMEE App was utilized to conduct online examinations which was inbuilt with live proctoring. This helped in easing evaluation and control of malpractice. The learning experience of the students is enhanced by using the online resources like INFLIBNET, DELNET, NPTEL, SWAYAM, J-GATE, Shodhganga, e-ShodhSindhu, e-PG Pathshala.

In its endeavor to raise the quality of learning and teaching, IADC - A optimizes the processes through an intensive use of ICT enabled tools including online resources. Faculty members are competent in using ICT tools and resources available on the campus

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**academic year )**

**Response:** 20:1

2.3.3.1 **Number of mentors**

Response: 123

| File Description | Document |
| --- | --- |
| Upload year wise, number of students enrolled and full time teachers on roll | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

**2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution**

**Response:**

An effective planning and execution of the teaching and learning process is implemented by the institution as per the recommendations of Academic Review Committee comprising of the Principal, Vice Principal, IQAC coordinator, Controller of Examinations and Head of the departments. The committee drafts the Academic calendar with adequate balance of academic, co-curricular, extra-curricular, examination and assessment schedules.

**Academic Calendar** is the preamble that reflects the important dates and activities planned for an academic session. It includes the number of working days, holidays, mid -semester, end semester examination schedules, BoS, Academic Council and Governing Body schedules, co-curricular and extra-curricular activities scheduled during the academic year. The academic calendar is made available to students through the college website and Student Handbook. A copy of academic calendar is also provided to each department based on which the Department Calendar of Events comprising of an equitable allocation of various curriculum enriching programmes such as Seminar, Conference, Guest lecture, Industrial visits, Club activities, extracurricular activities and extension activities is designed by the HoD and faculty members of each department.

Adherence to the academic calendar is monitored and reviewed periodically by Academic Review Committee along with IQAC which convenes regular meetings with the HoDs and faculty members to review the timely conduct of curricular, co-curricular and extracurricular activities as per the timeline slated in the academic calendar.

**Teaching schedule** is outlined on the academic calendar and department calendar of events by the Timetable Committee which comprises of the Course Coordinators and Head of Departments. Before the beginning of the academic session, the workload is assigned to the faculty members according to the specialization as per which teaching schedule is allocated. Once approved by the Principal, the timetable is circulated to all the departments preceding the commencement of classes in each semester.

**Teaching plan** is prepared by each faculty member based on the Calendar of events before the commencement of the academic semester for each course. An OBE complaint teaching plan is framed which includes the topic, sub-topics, number of hours allotted for each module, teaching methodology, course specific outcome, reference books and other resources. The teaching plan is maintained as semester plan and monthly lesson plan by each faculty member in work diary after the ratification by the HoD. At the end of each semester, the semester summary is provided in the work diary for the respective teaching plan by the faculty members.

**Evaluation schedules** are prepared by the Internal Examination Committee in accordance with the Controller of Examinations at the beginning of the academic year. The schedule includes the details of Continuous Internal Assessment and semester examination evaluation. The same is communicated to students well in advance by the course teachers / HoD and is also notified through notice boards, student handbook and college website.

Adherence to the teaching plan is monitored periodically by the HoD, Vice Principal and Principal.

| File Description | Document |
|---|---|
| Upload Academic Calendar and Teaching plans for five years | [View Document]() |
| Any additional information | [View Document]() |
| Link for Additional Information | [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 5 years(Data Template) | [View Document]() |
| List of the faculty members authenticated by the Head of HEI | [View Document]() |
| Any additional information | [View Document]() |
| Link for Additional Information | [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:** 30.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 50      | 33      | 36      | 31      | 28      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format (Data Template) | View Document |
| Any additional information | View Document |
| Link for 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:** 5.07

2.4.3.1 **Total experience of full-time teachers**

Response: 624

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 2.5 Evaluation Process and Reforms

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 11.75

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 10      | 13.25   | 12.25   | 12.25   |

| File Description | Document |
|---|---|
| Institutional data in prescribed format (Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 1.88

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 26 | 42 | 59 | 45 | 11 |

| File Description | Document |
|---|---|
| Number of complaints and total number of students appeared year wise | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

**Response:**

Over the years, the examination processes and procedures such as continuous internal assessment and semester examination have brought considerable improvement in the Examination Management System. The office of the Controller of Examinations assesses the latest developments in the educational sector and endeavors to enhance and sustain the quality of evaluation at the institution through examination reforms.

**Examination Procedures**

The examination procedure is clearly defined and communicated to the students through the college handbook.

From the registration to the declaration of the results and revaluation, each step is delineated in the handbook given to the students.

**Announcement:** An examination notification is sent to the students 45 days in advance.

**Registration**: A student should register himself/herself for the Semester Examinations by paying the prescribed fee.

**Duration**: The Semester Examination will be of 3 hours duration for each subject.

**Valuation**: There is a single valuation followed by a review for Under-Graduate and a double valuation for Post Graduate examinations. Centralized valuation is carried out for the Semester examinations.

**Results:** The results will be declared within 15 days of the completion of examination

**The maximum duration to complete the Course**: Twice the period of the course from the date of admission.

**Passing Criteria** :(i) The minimum for a pass in each Theory/ Practical is 35%. (ii) The Aggregate minimum for a pass in each paper is 40% including Continuous Internal Assessment. (iii) The student must have obtained a  total of  50%  in aggregate of all the papers in each semester to be declared as a pass for a Master's Degree.

**Photocopy / Revaluation:** (i) A student can apply for the photocopy of the answer script if needed, by paying the prescribed fee. (ii) A student can apply for revaluation of any paper he/she had appeared for in that particular semester by paying the prescribed fee.

The procedure for dealing Malpractice and the punishment accorded is also circulated to the student.

**Processes Integrating IT**

The testing and evaluation process at the office of the Controller of Examination is automated leveraging IT.

The testing and evaluation process  includes:

1. Conducting internal and end semester examinations
2. Proctoring of online examinations
3. Conducting Online Evaluation
4. OMR answer scripts
5. Generating hall ticket
6. Generating marks statement
7. Generating Grade report
8. Analysis of SGPA and CGPA
9. Embedding safety measures for the grade reports and degree certificates

**Conducting Internal and End Semester Examinations**

The office of the COE has automated the conducting of the internal and semester end examination.

The Examination Module of the ERP system being used has the following features:

- Student Attendance
- Internal Marks Entry
- Exam Registration
- Hall Ticket Generation
- Question Paper Preparation and Publishing
- Script Summary
- Script Allotment
- Mark Entry
- Result Processing
- Result Analysis
- Result Generation
- Semester Grade Sheet
- Revaluation
- Grace Marks and Moderation
- Consolidated Mark Sheet
- Tabulated Result and Mark Register
- Student Registration
- Fee Collection
- Result Publishing
- Mark Sheet Downloading

During the pandemic lockdown time, the internal examinations were conducted and proctored online.

**Proctoring of Online Examinations:**

During the years 2020 and 2021 the institution conducted online examinations. The entire administering and proctoring of the examinations happened through the **AI powered proctoring process** using the Hiremee app.

**Conducting Online Evaluation:**

The online evaluation was also done through the HireMee App and the marks were uploaded online.

**OMR Answer Scripts:**

During the off line examinations the OMR answer sheets are assigned barcodes and scanned for confidentiality.

**The ERP Capability:**

The Dhi ERP package has built in modules for generating Hall Ticket, Marks statement, Grade Report, SGPA/CGPA.

**Safety Features on Grade Sheets and Degree Certificates:**

The Grade sheet of IADC-A has 10 safety features and the degree certificate has 12 safety features to protect the same from replication and malpractice.

**Continuous Internal Assessment System:**

The continuous evaluation process at the institution is handled by the Examination Committee headed by the CoE under the guidance of the Principal of the college. The committee meets every semester for discussion on the evaluation process.

The Under-Graduate program has 6 Semesters and the Post Graduate program has 4 Semesters. The Integrated PG programme has 10 semesters. Students are assessed throughout each semester and examined at the end of the semester.

There are two components in the semester wise assessment and evaluation process:

**Internal:** Continuous Internal Assessment (CIA) for 15 / 30 / 50 marks.

**External:** Semester Examination (SE) at the end of the semester for 35 / 70/ 100 marks.

The CIA Scheme

The Examination reforms are designed, handheld and improved continuously as stated above.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 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:**

Indian Academy Degree College - Autonomous strives to provide quality education of global standards with holistic perspective to the students. The Programme Educational Objectives (PEOs) Programme Outcomes (POs), Course Outcomes (COs) are carefully crafted catering to local, regional, global needs and aligned with the national goals and institutional vision and mission on higher education. In line with the vision and mission of institution, the curriculum for each programme has defined set of programme outcomes, course outcomes and course specific outcomes. The institution follows an approach of the Outcome-Based Education (OBE) system which inculcates the student-centered learning and teaching methodology.

The OBE framework guides the learning and teaching process within the institution and is embedded with the design and delivery of the programme in order to achieve the outcomes framed. The PEOs, POs, COs are designed, developed and deliver student-centered curriculum in line with the outcome-based education system that measures the attainment of Programme Education Objectives, Programme Outcomes and Course Outcomes. The PEOs, POs, COs and CSOs are stated and communicated to the stakeholders through the institution's website and by the faculty members during the orientation programme organized preceding the start of academic sessions in each semester in which the students are familiarized with the relevance, implementation and attainment of the various learning outcomes. Targeting the achievement of various competencies by the students as the primary goal, faculty members ensure the preparation of an OBE compliant teaching plan and crafting of instructional strategies to best suit the attainment of outcomes framed for the programmes. The institution through IQAC organizes various faculty development programmes, training programmes and interactive sessions on Outcome- Based Education at regular intervals which has been instrumental in educating the faculty members on OBE concepts and enables them to imbibe it in teaching and learning process. Six training programmes have been conducted thus far.

The Commerce and Management programmes intends to edify the students to make the right efforts by cultivating unique skills with humanistic values ??and professionalism to lead them to be an efficacious, globally employable, and entrepreneurial graduates in a vibrant environment.

The Computer Application programme offered by the institution aims to provide a foundation of computing principles and business practices for effectively using management information systems and cutting-edge intelligent technologies.

The Life Sciences and Physical Sciences courses acquaint the students with the global dimension of science and leads to refining the critical and reflective thinking in the students by developing scientific inquiry skills and facilitate them to analytically evaluate the credibility of scientific information through application of various laboratory oriented practical techniques.

The courses in Humanities programme aims at acquiring and fostering conceptual knowledge on individual personalities, societies and environments in a wider context of historical, contemporary, geographical, social, political, economic, religious, technological and cultural perspective.

The Postgraduate programmes aims to instill scientific temper in the students by reinforcing the application of research intelligence in scientific inquiries, build confidence and competency by mastering the skills to face a fiercely competitive job market and drive them to highly exclusive and intellectually rewarding career paths. The POs and COs are thus in line with the motto of the institution- 'get ready for life'.
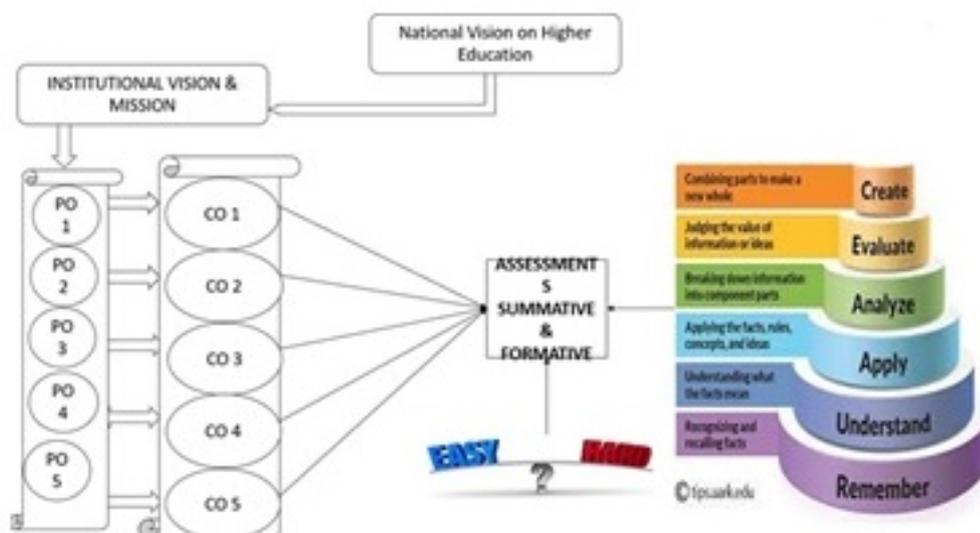
| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:**

The OBE framework was implemented in 2019 at Indian Academy Degree  College. The Programme, Programme Specific and Course Outcomes are clearly stated for all programs and courses offered. The course teacher identifies the correlated competencies and performance indicators. Performance indicators are the teacher's expectations of student's attainment of the outcomes, which can be assessed through mapping and appropriate testing tools.

**Written Mode:**

- Internal tests and Semester Examinations
- Quiz / Objective type tests / Worksheets
- Assignments / Compositions / Reports
- Case studies / Dissertations
- Comprehensive Viva

**Oral Mode:**

- Viva-Voce
- Situational Dialogues / Reading Skills

- Seminars
- Roleplay / Group Discussion / Public Speaking / Interview Skills

**Practical Mode:**

- Laboratory Experiments / Programming / Designing / Debugging
- Teaching Practice
- Paper / Poster / PowerPoint Presentation / Model
- Internship

Assessment is continuous and includes both Formative and Summative components. The question paper follows Revised Bloom's Taxonomy and hence questions are based on testing the knowledge, application, analysis, and evaluative skills of the students.

**Attainment of Programme Outcomes**

- Programme-specific learning outcomes are framed by all departments.
- Under each programme, the list of courses articulates their Course Outcomes.
- To assess the attainment of Programme Outcomes, feedback on the courses is obtained from the course teachers, students, industrialists, parents and alumni.

**Attainment of COs is measured using the Direct Assessment Method.**

The direct method of assessment is based on the performance of the student in the Continuous Internal Assessment and End Semester Examination through different testing components.

In both formative tests and summative examination, if a student gets 60% marks for a question from a particular unit corresponding to a particular level of Bloom's taxonomy, it is taken that he / she has understood that unit at the specified level and the respective CO has been attained. The average of all CO attainments in the formative tests (written, oral and practical), as well as summative examination, is taken as the student's attainment of the course outcome in that particular course.

For students belonging to the previous academic years, the attainment level is assessed through the grade awarded to each course. There are 8 grades for UG and PG programmes respectively.

The grades of each course indicate the degree of achievement of the COs for that course. Grading is done as follows: In the UG programme, each course has thirteen grades with corresponding mark range namely O (90.1-100), A+(80.1-90), A(70.1-80), B+(60.1-70), B(55.1-60), C(50.1-55), P(40.0-50), and F(Below 40) which indicates a student's failure in the course.

The programme outcome attainment level is gauged by the Cumulative Grade Point Average (CGPA) awarded for the programme.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 97.3

2.6.3.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 721

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 741

| File Description | Document |
|---|---|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for the annual report | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.7 Student Satisfaction Survey

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

**Response:** 3.98

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

**Preamble**

Indian Academy Degree College-Autonomous (IADC-A) lays faith in promoting research and intellectual contribution which constantly improves the academic currency of faculty and upgrades the research facility on a continuous basis.

**Research Facility:**

The research facility houses state of th art instruments and equipment like Milli-Q Water Apparatus, Inverted Microscope, Dark Field and Phase Contrast Microscope, Class II Laminar Flow Biological Safety Cabinet, -80°C Deep Freezer, Gel Doc System, UV-Vis Spectrophotometer, Thermocycler, ELISA Reader, Cooling cum High Speed Centrifuge, CO2 Incubator. The calibrations of the machines happen periodically as specified by the equipment manufacturer.

The plagiarism software is constantly updated to improve the originality of research publications that are submitted to the journals. The institution also regularly renews its subscription with INFLIBNET, DELNET, J-Gate, etc.

The workload of Faculty members is being designed to contribute to three major dimensions; **Teaching; Research/Consultancy and Institutional service**. Each Faculty is required to contribute to Research as a mandatory requirement and it is linked to their annual performance appraisal. The detailed Research Promotion Policy guidelines have been documented by the Research Advisory Committee and approved by Governing Body of Indian Academy Degree College. The UGC approval of 12 (b) and 2(f) status to Indian Academy Degree College are leveraged to facilitate and optimize the research output.

**Purpose of the Research Promotion Policy**

- Provides a framework of governance for the purpose of research.
- Affirms research as a priority.
- Provides continued high level, effective and efficient support for research.
- Ensures fair treatment to all researchers.
- Ensures effective communication about the policies and principles of research.
- Establishes rational, transparent and collective decision-making processes about the support and allocation of research fund and resources.

**Governance through Research Advisory Committee**

The research policy planning, implementation of research goals is handled and monitored by the Research Advisory Committee (RAC). The Role and Functions of the RAC include the following

- Prepare the document of annual research goals, strategy to achieve the same and get it approved.

- Prepare the Budget and resource generation plan from grants and other sources and succeeds in getting the fund allocated for research purposes.

- Encourage and facilitate the faculty members to submit research proposals.

- Maintaining contact and relations with the regulatory and external funding authorities.

- Conducting various seminars to guide and help the Faculty to contribute to research activities effectively.

- Connecting the Faculty to the external Funding agencies and helping them to mobilize adequate grants.

- Sanctioning the allocated budgeted fund from internal sources based on policy guidelines.

**Impact of Research Promotion Activities:**

- **80** faculty members are encouraged and motivated through Seed grants scheme with the worth ?25.03 Lakhs.

- **17** research grants are received ?1,54,00,000 (One Crore Fifty-four Lakhs) from Government agencies for basic and applied research.

- **296** research publications and review articles have been published in Indexed and Refereed Journals.

- **156** conferences, workshops and seminars were organized related to research methodology, Intellectual Property Rights and Entrepreneurial and skill developments on the campus.

In this way, the institution frequently updates its facilities and implements the research promotion policy

| File Description | Document |
| --- | --- |
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | [View Document](#) |
| Any additional information | [View Document](#) |
| URL of Policy document on promotion of research uploaded on website | [View Document](#) |

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 5.01

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11.77 | 2.54 | 3.57 | 3.60 | 3.55 |

| File Description | Document |
|------------------|----------|
| Minutes of the relevant bodies of the Institution | [View Document](#) |
| List of teachers receiving grant and details of grant received | [View Document](#) |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

**Response:** 3.81

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

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

| File Description | Document |
|------------------|----------|
| List of teachers and their international fellowship details | [View Document](#) |
| e-copies of the award letters of the teachers | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1 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:** 154.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.14 | 14.19 | 34.08 | 96.52 | 9.855 |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document](#) |
| e-copies of the grant award letters for research projects sponsored by government and non-government | [View Document](#) |
| Any additional information | [View Document](#) |

**3.2.2 Percentage of teachers having research projects during the last five years**

**Response:** 2.77

3.2.2.1 **Number of teachers having research projects during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 5 | 3 | 2 |

| File Description | Document |
|------------------|----------|
| Names of teachers having research projects | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.2.3 Percentage of teachers recognised as research guides**

**Response:** 0

3.2.3.1 **Number of teachers recognized as research guides**

| File Description | Document |
|---|---|
| Upload copies of the letter of the university recognizing faculty as research guides | [View Document](#) |

**3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**

**Response:** 11.11

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

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

3.2.4.2 **Number of departments offering academic programes**

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

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | [View Document](#) |
| List of research projects and funding details | [View Document](#) |
| Any additional information | [View Document](#) |
| Paste link to funding agency website | [View Document](#) |

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

Indian Academy Degree College - Autonomous has taken initiatives to create an ecosystem for innovations and transfer of knowledge.

The institution has created an ecosystem that promotes innovative thinking among the students and faculty. This ecosystem is created through a synergetic relationship between various stakeholders of the institution i.e. industries in the field of life sciences, computer science, commerce and management, professional bodies, government departments, academia, NGOs and society. The institution provides a platform for students to learn not just from textbooks and classroom lectures but also through interaction with experts from the above mentioned stakeholders. The curriculum for the programs has been designed in consultation and collaboration with these stakeholders.

Research at the Central Instrumentation Facility, Bio Informatics Infrastructure Facility, Plant Tissue Culture Laboratory and Animal Cell Culture Laboratory provides a platform for innovations.

Under the mentorship of MHRD, the institute has constituted an **Institution Innovative Council (IIC).** The members of the council have undergone the Ambassador Training Program and the council has been organizing events like Guest Lectures on Innovation, Entrepreneurship, Science etc. The students also have undergone the training program under the banner of IIC.

**Lab to Field Research**: To promote higher level of innovative and entrepreneurial research, the Zoology Department initiated to produce vermicompost through the Lab to Field Research concept. Trans disciplinary Research is carried out in the field by the life science departments. Nature Club provides a platform for students and scholars to exhibit their innovative ideas. The students also participated in exhibitions where they were exposed to ideas to nurture their creativity and manifest their intuitive mind.

To nurture the innovative mind-set among students, the following centers are established. Indian Academy Centre for Entrepreneurial Learning (IACEL), Indian Academy Centre for Student Placement Services (IACSPS), Research Promotion Committee, Language Laboratory.

The students are exposed to E-cell, IIC, IPR, Research events conducted by these centers which are conducted in association with the industry. This has catalysed their ideas into full-fledged startups. 156 activities have been conducted during the assessment period.

Through the strong alumni network and support, the college has good number of student's start-ups and has entrepreneurs (like Bionome Laboratories) who have won coveted awards like the Best Student Entrepreneur award.

The individual department interacts with the industry to ascertain its needs to fill the gap in the curriculum. These are addressed in the Board of Studies and recommended to the Academic Council for approval. Once approved, the gaps is filled by arranging workshops conducted in collaboration with the industry and well known experts from academia. Industrial visits and site visits aid the cause.

The Research Promotion Committee promotes quality research to enhance global, societal and economic impact. The minor and major Student Projects are supported by funds from DST, DBT, UGC and other funding agencies. This has contributed to 296 publications.

Faculty Enrollment to professional bodies and disbursement of seed money to the faculty catalyse the ecosystem thus promoting innovation and transfer of knowledge

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

**Response:** 156

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 17 | 47 | 30 | 36 | 26 |

| File Description | Document |
|---|---|
| Report of the event | [View Document](#) |
| List of workshops/seminars during last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work  2. Presence of Ethics committee  3. Plagiarism check through software 4. Research Advisory Committee**

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

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t  recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 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 |

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

**Response:** 2.56

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 74 | 77 | 66 | 27 | 52 |

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

## 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

**Response:** 0.72

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 29 | 13 | 10 | 18 | 13 |

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

## 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in

**Scopus/ Web of Science or PubMed**

**Response:** 2.47

| File Description | Document |
|---|---|
| Bibliometrics of the publications during the last five years | |
| Any additional information | |

**3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**

**Response:** 5.5

| File Description | Document |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | |
| Any additional information | |

## 3.5 Consultancy

**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response:** 15

3.5.1.1 **Total amount generated from consultancy and corporate training  year-wise during the last five years (INR in lakhs).**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 15.00 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of consultants and revenue generated by them | |
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | |
| Any additional information | |

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**3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

**Response:** 22.08

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12.62207 | 8.02248 | .38510 | .73699 | .31321 |

| File Description | Document |
|------------------|----------|
| List of training programmes, teachers and staff trained for undertaking consultancy | [View Document](#) |
| List of facilities and staff available for undertaking consultancy | [View Document](#) |
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.6 Extension Activities

**3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**

**Response:**

Indian Academy Degree College-Autonomous is to be a dominant player in imparting career-oriented comprehensive education in India and to establish **programs noted for their ability to integrate professional education with humanistic, scientific, and social learning as well as research capability**. The institution strives to be a place where the delivery of education is focused towards addressing the society. It seeks to be a place where young minds develop a sense of responsibility towards the community and become men and women who are not only empowered but also live their lives with a spirit to serve others. The students are administered in extension activities which are beyond the regular curriculum to enrich their knowledge base as well as skills. They form different clubs/forums to interact with each other and harness their lateral talent and strengths through extension and outreach programs.

**Design of Extension and Outreach Programmes**

The institution promotes students' participation in ethical and moral activities which are focused towards

adding value to the society thus grooming the student to become a responsible citizen of India. This is done through extension activities and outreach programs. The student associations and clubs take the lead to undertake extension and outreach activities. The Extension and Outreach Activities (230) are initiated through **National Service Scheme (NSS), Youth Red Cross Society (YRC), National Cadet Corps (NCC), Nature Club, Sri.Aurobindo Centre for Education in Human Values** etc.

The activities are mentioned below.

| S.no. | Activity | Number |
|-------|----------|--------|
| 1. | Swachh Bharat Abhiyan | 13. |
| 2. | Unnat Bharat Abhiyan | 5 |
| 3. | Swachhta Pakhwada | 2 |
| 4. | Blood Donation Camps | 27 |
| 5. | AIDS-HIV and Cancer Awareness | 17 |
| 6. | Personal Hygiene drives | 13 |
| 7. | Health and Hygiene campaign | 17 |
| 8. | Rally for Road Safety at Hennur Cross – Signature Campaign | 15 |
| 9. | Rally on Drug-Free – Campaign at Hennur Village | 2 |
| 10. | Orphanage Visits | 11 |
| 11. | Save Environment Awareness Drive –Hennur Door-Door-Campaign | 9 |
| 12. | "Rally for Rivers" In Association With ISHA Foundation | 2 |
| 13. | Hennur Cleanliness Drive | 7 |
| 14. | Awareness On COVID - 19 At Hennur Cross, Kalyan Nagar, Byrathi Cross, Chelkere Village | 7 |
| 15. | Awareness on "Save Water, Save Energy & Save Environment" | 5 |
| 16. | Stem cell awareness and donation | 9 |

These activities not only contributed to the development of the society but also created a sense of service-mindedness among the student community.

The faculty and students also contributed to the relief fund for natural calamities (Kerala Flood, 2018; Kodagu Relief Fund, 2018). The institution is committed to support of the underprivileged people.

Through these activities, the students learn to expand their horizons beyond individual interests and for work towards social welfare. Students learn to **build relationships and give care. They nurture their leadership qualities, time consciousness, communication skills, decision making skills etc.** through these extension and outreach activities. The students get the right platform to work with each other and learn about culture, traditions and values of people and society

| File Description | Document |
|---|---|
| Upload Any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

**Response:** 13

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

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

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 year | [View Document](#) |
| e-copy of the award letters | [View Document](#) |
| Any additional information | [View Document](#) |

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 230

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 15 | 72 | 59 | 46 | 38 |

| File Description | Document |
|---|---|
| Reports of the event organized | |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | |
| Any additional information | |

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 85.06

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 2387 | 2505 | 2035 | 2078 | 1992 |

| File Description | Document |
|---|---|
| Reports of the event | |
| Average percentage of students participating in extension activities with Govt or NGO etc | |
| Any additional information | |

## 3.7 Collaboration

**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

**Response:** 135.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 625 | 18 | 9 | 25 | 0 |

| File Description | Document |
|---|---|
| Number of Collaborative activities for research, faculty etc | <u>View Document</u> |
| Copies of collaboration | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 56

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 23 | 13 | 06 | 02 | 12 |

| File Description | Document |
|---|---|
| e-copies of the MoUs with institution/ industry/ corporate house | <u>View Document</u> |
| Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

# 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 management provides **adequate infrastructure facilities for teaching and learning with Wi-Fi enabled classrooms, well equipped laboratories and updated technical facilities.**

**1.Classrooms**

There are 53 ICT enabled classrooms and seminar halls across all three blocks with LAN connectivity which are under CCTV Surveillance. All the classrooms are with modern furniture. Also, the classrooms are furnished with the general infrastructures like fans, lights, wall clocks and waste disposal bins. Each classroom has a provision of IT infrastructure for online learning, discussion forums, webinars, and cloud-based networking/knowledge spaces. All the floors are provided with Wi-Fi access points. Noticeboards are available in all the departments and in common areas.

**2.Laboratories**

There are 22 well equipped and efficiently maintained laboratories to carry out the experiments and projects.

| S.No. | Department | No. of Laboratories |
|-------|-----------|---------------------|
| 1. | Microbiology | 2 |
| 2 | Biotechnology | 3 |
| 3 | Chemistry | 3 |
| 4. | Biochemistry | 2 |
| 5 | Genetics | 1 |
| 6. | Physics | 2 |
| 7. | Electronics | 1 |
| 8. | Zoology | 1 |
| 9. | Animal Cell Culture | 1 |
| 10 | Computer Science | 3 |
| 11. | Language Laboratory | 1 |
| 12. | Psychology | 1 |
| 13 | Student Development and Research | 1 |

## 3. Computing Facilities

The institution has provided 333 systems for students with a student/system ratio of 7:1. Seamless internet connection is provided across classrooms, laboratories and common area. The library is also automated and can be accessed remotely.

## 4. Other Facilities

The Block 1 of the institution has seven levels.

The open spaces house the Basketball Court, Ball Badminton court, Portico, Garden, Hanging Garden, Car Parking area, Two-Wheeler parking, Vermicomposting Unit and Generator facility room.

Rest rooms, both for ladies and gents are provided in each floor. The facility houses 2 lifts and ramp for differently abled. Rest rooms for the differently abled are also provided. Transport facilities are available for both staff and students.

| File Description | Document |
|---|---|
| Upload Any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

Indian Academy Degree College has adequate facilities for sports, games, Yoga centre, Gymnasium and cultural activities.

**Sports & Games infrastructure**:

To develop the students at the physical level, Cricket, Football, Volleyball, Badminton, Throw Ball, Kho-Kho, Kabaddi, Basketball, other track and field events are conducted in this ground.

The indoor facility houses Carrom Boards, Chess, Table Tennis, Thread Mill and a machine for checking the Body Mass Index (BMI)

The Institution has set up a sports management system in order to support and coordinate sporting activities. Well qualified and experienced Physical Education Director takes care of the strategies and the Physical Education Instructor handles the day to day activities of the Department. Teams are formed after selection trials to take part in university, state level meets & competitions. Intra /Inter departmental leagues are organized and conducted every year. Awards, Scholarships are provided to encourage students at every level. The College team players are provided Sports kits to practice for inter collegiate and inter university matches. Annual Athletic meet is organized and conducted every year.

Sports budget is allocated every year for spending towards Annual Athletic meet, Intramural leagues, tournaments, sports kits, refreshments, TA/DA

**2. Gymnasium**

IADC-A has MoU with Jalnawalas Gymnasium which is located half a kilometer away from Institute's premises. Students are encouraged to actively involve themselves in using this facility beyond the College hours. There are separate lady and gent coaches for Boys and Girls. This has created healthy and positive

habits among students.

**3. Yoga**

Yoga Sessions are organized in the auditorium on the fifth floor. Yoga classes are a part of regular class timetable. There is a separate well qualified Yoga faculty to teach and train the students in Yoga activities with an objective of developing the students physically , mentally and Spiritually. Every year international Yoga day is celebrated in the College on 21st June.

4. **Cultural Activities**

The institution is well known for its cultural spirit. It has an open stage with an open space to accommodate 1000 audience and also bears a green room. Two terrace auditoria with a capacity to accommodate 300 audience and 2 Seminar Halls having a capacity to accommodate 150 persons each with supporting facilities like Audio-Visual Aids, lighting facilities and necessary equipment are also available for conducting various cultural events.

The college conducts events like public lectures, panel discussions, dance, musical performance where the students participate. The Student Welfare Office governs these events by auditing, selecting and organizing the events. Intra and Intercollegiate competitions are conducted and the winners are awarded.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Geotagged pictures | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 53

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 31.73

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75.24 | 20.91 | 1014.45 | 142.22 | 230.36 |

| File Description | Document |
|------------------|----------|
| Upload Details of Expenditure , excluding salary during the last five years | [View Document](#) |
| Upload audited utilization statements | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Link for any additional information | [View Document](#) |

## 4.2 Library as a Learning Resource

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

**Response:**

- Library is  Automated Using  Integrated Library Management System (ILMS) – **Yes**
- **Easylib 6.4a Cloud Version- Integrated Library Management Software- (ILMS)**

| Name of the ILMS Soft ware | Nature of Automation (Fully or Partially) | Version | Year of Auto |
|---------------------------|-------------------------------------------|---------|--------------|
| Easylib | Fully Automation | 4.4.2 | 2007 |
| Easylib Web Version (Cloud) | Fully Automation | 6.4a | November 2021 |

**INTRODUCTION**

The library at Indian Academy Degree College is a knowledge hub developed with a state of the art benchmarking and serves as a learning resource centre for the faculty and students. It offers vital support for learning, teaching and research activities of the college by disseminating knowledge and offering modern services to the academic fraternity

The total carpet area of the library is 2,352 Sq. Ft with two floors and has adequate reading space for 175 students at a time. There are 07 CCTV cameras installed for the purpose of monitoring.

The operations of the Library and Information centre are automated using the Easy Lib Software version 4.4.2 since the academic year 2006-2007. During the year 2020-2021, the Library and Information Centre

upgraded to the latest version of Easylib software version 6.4a Cloud Version. This upgradation has facilitated better use of the library. The benefits offered by the cloud version of Easylib software are Requisition, Acquisition, Cataloguing, Circulation, Members, Periodicals, Reports, OPAC, Web OPAC, Digital Library, In/Out Management, Barcode Generation, RFID, Customizable Reports, Library Usage Analysis, Analytics, Recommendations etc. The homepage has interactive search, explore, announcements, link to partner libraries, featured books, library timings, accomplishments, privacy policies, login, a link to individual item search and display results by extensive filtering. The drilldown feature provides an ability to drill down and provide a list of search results displayed along with features to keep filtering by item type, author, publisher, subject etc. and many more fields until the patron finds the book / item he is looking for.

The features of Easylib are listed below

- It is an integrated software
    - Physical library management
    - Institutional Repository Management
    - Personal Digital Library Management
    - In/Out Visitor Management
    - Feedback Management
    - Student Communication Management
    - Barcode and Spine Label Printing
    - IDcard Printing
    - Union Catalogue Connectivity

Some of the innovative features in the '6.4a' cloud version of Easylib are

- Speed Cataloguing
- Vendor Login
- Custom Reports
- Custom Statistics
- Speed Cataloguing
- Built in SMS and Email gateway
- APIs for Integration with other ERP systems.

The Library team regularly organizes Guest lectures to promote the use of library for research, teaching and writing research articles.

Some of the guest talks include.

| S.No. | Title | Resourse Person | Date |
|-------|-------|-----------------|------|
| 1 | Application of Library resources for Research Activities | Dr. Rajendra Babu. Tumkur University. | 6 April 2017 |
| 2. | Intellectual Property Rights (IPR) | Dr. Anand Byrappa, IISc. | 16 April 2018 |
| 3. | Scholarly Writing And Reference Management Cite While You Write | Professor Rupesh Kumar Tumkur University | 6 Nov. 2019 |

Hence, the library is automated with an Integrated Library Management System.

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Paste Link for additional information | [View Document](#) |

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

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

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc | [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:** 3.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4.66141 | 1.55779 | 2.88207 | 3.16444 | 4.91938 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years | [View Document](#) |
| Audited statements of accounts | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 40.08

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

Response: 1043

| File Description | Document |
|---|---|
| Details of library usage by teachers and students | [View Document](#) |
| Any additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1** *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget  for  updating its IT facilities*

**Response:**

The institution has put in place a policy for the maintenance and upgradation of all major areas like Wi-Fi, cyber security etc. which is updated or amended regularly as per the need of the institute.. There is a provision for IT in the annual budget. The Campus IT infrastructure is dynamic and adaptive to recent developments, efficient and secure to manage cyber risks.' The IT Policy encompasses IT administration, hardware, software, networking, database management, electronic communication system, IT usage, cyber security (K7 end point security) and maintenance guidelines. IT policy is implemented to develop facilities and update them periodically.

The Institute has upgraded the Wi-Fi connectivity to 1GBPS from 125MBPS. There is a 100MBPS LAN network and the backbone is connected through 1GBPS CAT6 Cable. The 32 Unify UAP LR access points across the different levels ensure speed of the internet.   The Cyber Security is maintained with a Unified Gateway Pro firewall in 2019.

The institute has invested on comprehensive ERP software 'DHI'. Students, Guardians and Faculty members can access data related to attendance, student's evaluation, schedules of classes and examination, learning material and also other information related to classrooms.

100 high configuration systems with i5 processors, 8GB RAMm, 256GB SSD, 1TB HDD with Windows OS 11 and Microsoft office 2019/20 have been added to the computer laboratory for the training purposes. Licenses each of Microsoft Office and Windows 10 have been procured and renewed regularly.

The institute upgraded the CRM package to No Paper Forms and has automated the complete admissions process.

.The campus consists of 50 Classrooms with ICT facility cum internet connection. Fully Automated library transactions facilitates the provisions for on-line library transactions, SMS alerts for borrowers and users of the library, web-based browsing of library catalogue, digitization of rare books etc.Most of the Science Department Laboratories are equipped with ICT facilities with internet connection. Department of Computer Science has three computer labs which are provided with internet connection of 24x7. Every student and employee has access to computers and internet on campus with their login credentials. Faculty cabins/staff rooms are furnished with computers and printers. Till date all the IT facilities provided in all the sectors of the college are in good working condition.

The entire campus has CCTV surveillance. 115 cameras are fixed out of which 73 cameras have been upgraded to ip cameras. These high resolution cameras from Hikvision enable effective surveillance.

To overcome the challenges of the pandemic, the institute also installed a Video Conferencing System from Peoplelink brand along with a Sony NX 200 Video Camera.

91% of the budget earmarked for IT is spent over the last 5 years.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document]() |
| Paste link for additional information | [View Document]() |

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

**Response:** 7:1

| 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:** ?50 MBPS

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

**4.3.4 Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

**Response:** B. 3 of the above

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for Additional information | [View Document](#) |

# 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 69.42

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 220.71 | 350.73 | 309.93 | 393.58 | 453.85 |

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

The Institution has well designed policies in place for maintaining and utilizing physical, academic and support facilities. The Head of Institution/ Head of Departments/ Faculty shall inform the Facilities & Maintenance team for any kind of repair/breakdown/support needed through UpKeep Platform by sending an email to the respective id 'upkeep@indianacademy.edu.in'

The building maintenance is accomplished through designated Facilities Manager with supporting staff members.

**Maintenance and utilization of Physical Facilities:** The physical infrastructure policy is achieved through technically qualified people.

**Department of Transport Services:**

- Maintenance and up keeping of all vehicles, renewal of vehicle licenses, permit, insurance, Fuel maintenance and allotment of vehicle to various purposes

**Department of Networking and Computer Services**

- Maintenance of Wi-Fi and internet connectivity
- Maintenance of computer hardware and software
- Maintenance of AV systems

**Department of Sports**

- The Institution has well established sports management system in order to support and coordinate sporting activities. The Director of Physical education coordinates the sports and games activities of the Institution.

**Maintenance and utilization of Academic and Support Facilities**

**Classrooms and Departments**

- All the classrooms are upgraded every year including repairing of the furniture and repainting. The ICT facility of every classroom is regularly serviced for smooth functioning of teaching and learning.

**Laboratories of Science Departments**

Calibration of the equipment is being done on regular basis

- Seamless Power supply to all computers and peripherals, Wi-Fi facility etc., are routed through online UPS

## Computer Lab

- The IT Manager with supporting staff members are responsible for the maintenance and utilization of the computers of the institution. The computers in all the labs are periodically serviced and upgraded.

## Library

- The Chief Librarian is responsible for the maintenance and utilization of the Library.
- On request from each department, a list of required books are prepared and procured for the next academic year

## Support Facilities

- Each floor is provided with wall mounted waste disposal bins and E-Waste bins. Each laboratory has bins for dry waste, wet waste and medical waste bins which are properly disposed
- The institution has a clean and well maintained green environment with gardens and hanging wall garden. The rest rooms in every floor are well maintained
- Fire extinguishers and First-Aids kits are maintained regularly and their refilling is done
- An annual audit and stock taking of the physical, academic and support facilities are undertaken
- The Institution maintains uninterrupted water supply by banking on three sources of water supply such as bore well, corporation water supply and private providers

The time tables are drawn in such a way that different streams have different starting and closing time within a day to optimize the infrastructure. For instance classes of B.Com. sector are between 8am to 3pm and M.Sc. streams are scheduled from 10am to 5pm. The college management is always committed on infrastructure maintenance and expansion.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 16.96

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 317 | 519 | 518 | 478 | 371 |

| File Description | Document |
|------------------|----------|
| upload self attested letter with the list of students sanctioned scholarships | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

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

**Response:** 18.24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 711 | 517 | 350 | 445 | 328 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability  1. Soft skills  2. Language and communication skills  3. Life skills (Yoga, physical fitness, health and hygiene)  4. Awareness of trends in technology**

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

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Institutional website | [View Document](#) |

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 73.53

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 1770 | 2141 | 2072 | 1812 | 1726 |

| File Description | Document |
|---|---|
| Number of students benefited 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 adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies**

**2. Organisation wide awareness and undertakings on policies with zero tolerance**

**3. Mechanisms for submission of online/offline students' grievances**

**4. Timely redressal of the grievances through appropriate committees**

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

| File Description | Document |
|---|---|
| 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:** 30.28

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 263 | 161 | 143 | 83 | 167 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Self attested list of students placed | [View Document](#) |
| Details of student placement during the last five years | [View Document](#) |

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

**Response:** 16.92

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 122

| File Description | Document |
| --- | --- |
| Upload supporting data for student/alumni | |
| Details of student progression to higher education | |
| Any additional information | |

**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:** 72.5

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 15 | 7 | 4 | 0 | 1 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 20 | 8 | 4 | 0 | 1 |

| File Description | Document |
| --- | --- |
| Upload supporting data for student/alumni | |
| Number of students qualifying in state/ national/ international level examinations during the last five years | |
| Any additional information | |

## 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:** 195

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 73 | 34 | 49 | 22 |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:**

Student council plays an important role in academics and administration. At the beginning of every academic year, the Student Welfare Officers (SWOs) conduct the "STUDENT COUNCIL ELECTION" for the post of President, Vice President, Secretary, Joint Secretary and Treasurer.

**INVESTITURE CEREMONY**

An Investiture Ceremony is organised after the student council election. The Student Welfare Officer along with the team has the following Objectives

**Objectives of SWO**

- To arrange for congenial living environment in the campus.
- To monitor day to day essential support required for academic and co-curricular activities of students
- To arrange for special care for the weaker and needy sections of students.
- To prepare, plan and execute programmes for holistic development of the students.
- To nominate student representatives to various bodies of the institute in consultation with elected student body.
- To enable students to participate effectively while organizing students related activities.
- To work with the Director of Sports, Hostel Wardens and all the Office Bearers for matters related

to students' welfare

- To depute students to participate in events/programmes outside the Institute.
- To keep in touch with the parents
- To maintain students' discipline in the institute.

**Roles and Responsibilities**

- To proactively communicate with the council to ensure that the feedback is gathered on a regular basis.
- To encourage feedback from students at regular intervals.
- To collate feedback from students to pass on to various committee.
- To ensure that the council is known to their constituents and is approachable to students
- To ensure that updates are communicated to constituents within a reasonable time-frame.
- To produce clear written communication in the form of e-mails, website copy or as otherwise appropriate to disseminate information to constituents.
- To administer relevant training courses as required by IADCA.

The duties of the Student Council Office Bearers are as follows.

**President**

Represents the student council, conducts student council meetings, in charge of all activities of the student council, ensures proper administration of duties, accountable for all activities conducted by the council, drawing plans and setting timelines, grievance handling among council members and reporting. The Vice President Assists the President

**Secretary**

Maintains the minutes of the meetings, keeps track of tasks of the council members, ensures availability of records to the faculty and disseminates information on behalf of the council. The Joint Secretary assists the Secretary

**Treasurer**

Maintains the budget of all activities, collaborates with the SWO for setting budget, maintains funds, bills and reports to the SWO

**Cultural Secretary**

Is the go to person for all the ambassadors from various colleges. Collects and disseminates information about collegiate events happening round the city.

The student welfare Office and Student Council play an integral and important role in the student community.

The Student Welfare Office for the Academic year 2021-2022 has organized the following activities.

Leadership Training Program (LEAD), Commemorative Days, Inter Collegiate Cultural Fest (Yuvtarang)

and Intra Collegiate Cultural Event (Spectrum)

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Paste link for Additional Information | [View Document] |

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**Response:** 63.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 54 | 87 | 83 | 48 | 45 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Report of the event | [View Document] |
| Number of sports and cultural events / competitions organised per year | [View Document] |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

**Indian Academy's Alumni Association (IAAA)** was registered on 04.06.2014 with the objective of bringing its graduates together on a single platform and develop synergistic plans to aid and improve the institutional endeavors.

The purpose is to support the Alma mater in all the areas and to involve them in the development and advancement of the institution.

 **Objectives:**

- To provide a platform for networking with industry and professional bodies
- To build a bridge between academia and industry
- To disseminate information about the institution to the Alumni.
- To enable alumni to contribute to brand building of the Alma mater.

**Alumni office Bearers:**

All graduates and postgraduates passing out of IADC-A are eligible for membership to the Association. Members of IAAA contribute both financially and non-financially for the development of the institution.

**Student Activities:**

IAAA is actively involved in conducting various activities every year. Every year an alumni global meet is held to interact and network with each other. IAAA conducts regular meetings wherein the members purposefully and informally interact with one another on issues pertaining to the development of the college and also their role and contribution towards it.

Alumni members are also invited as resource person for various guest lectures. An alumni representative from IAAA takes part in the Board of Studies meetings and provide important suggestions on quality enhancement of the teaching and learning processes. IAAA has contributed to the overall development and advancement of the institution.

**Financial Support:**

Members of IAAA also support the college and its students through financial means both for cultural and academic purposes.

In 2017 for organizing the cultural intercollegiate fest "Yuvtarang", alumni contributed Rs. 64,000/-  The financial contribution by our UG Students  of the  2014-17 coot & PG studets of the 2015-17 cohort was Rs.2,45,000/-.

In 2018 for organizing the cultural intercollegiate fest "Yuvtarang", alumni contributed Rs. 26000/- and the financial contribution by our UG Students of 2015-18 cohort & PG students of the  2016-18 cohort was Rs. 3,40,500/-.

In 2019 for organizing One-Day National Seminar and other financial contribution by our UG Students  of the 2016-19 cohort & PG students of the  2017-19 cohort was Rs. 3,35,500/-

In 2020 the financial contribution by our UG Students of the 2017-20 cohort & PG students of 2018-20 cohort was Rs. 3,08,500 /-.

In 2021 the financial contribution by our UG Students  of the  2018-21 cohort & PG students of the 2019-21 cohort was worth Rs. 3,39,000 /-. The Alumni also contributed books worth Rs. 23,000 from 2017 to 2021.

In total the alumni contribution during the assessment period is Rs.16,32,500

**Non-Financial Support:**

Organizing, contributing and participating in guest lectures both online and offline,

Conducting special talks on career guidance, soft skills, entrepreneurial skills, leadership skills, corporate etiquette etc.

Organizing or featuring as special guests for the inauguration at Business Administration, Commerce and Management clubs.

Officiating as judges at the inter-collegiate fests and quiz contests,

Assisting in organizing seminars, workshops on interview skills and participating as members of the jury in events like Spectrum etc.

The activities also include social responsibilities like cleanliness drives, conducted in Hennur vicinity in cooperation with the NSS & Aurobindo Centre students.

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

**5.4.2 Alumni financial contribution during the last five years (in INR).**

**Response:** A. ? 15 Lakhs

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Indian Academy Degree College Autonomous is the brain child of an academician and researcher, Dr. T. Somasekhar, the founder of IAGI. The vision emphasises on comprehensive education which integrates development in both life and career through value driven and future technical skilling.

**Vision:**

To be a dominant player in imparting career-oriented, comprehensive education in India, to establish and deliver academic programmes noted for their ability to integrate professional education with humanistic, scientific and social learning as well as research capability.

**Mission:**

To provide cutting-edge, career-oriented academic programmes in a supportive and stimulating environment, for the intellectual and ethical growth of a diverse student community, with an unwavering commitment to excellence in education, sensitivity to students and, to the spirit of community.

To prepare graduates who manifest critical, creative and effective communication skills along with informed value judgments and a strong educational foundation in mastering tomorrow's challenges by partnering with the government, businesses and the community.

**Nature of Governance**:

There is a confluent approach to achieve the mission and tend towards the vision of the institution. The administration is decentralized and delegated in approach.

The Board of Trustees, Governing Body Members, Academic Council Members, the finance committee and the other formed committees govern the institution to drive the comprehensive education rubrics which contributes to the overall growth of the student.

Forty Three **councils and committees** are established involving faculties and staff to delegate the decisions regarding academic and non -academic activities of the institution. The Academic calendar governs the activities to accomplish its objectives within the prescribed time.

The management encourages academic and research work. 1420 FDPs and conferences, 296 publications , 17 research grants and 80 seed grant projects have happened in the last 5 years. This equips the faculty to contribute intellectually and develop students

In order to expose the students to spirit of community, they are encouraged to participate in co-curricular and extra-curricular activities such as Seminars, Conferences, Quiz, Debates, Workshops, Intercollegiate

and intracollege sports meets, Cultural programmes like Intra Collegiate Competition(Spectrum), Inter Collegiate Competition (Yuvatarang ). The students are also participating in community activities. They are provided internship opportunities and they form Quality Circles to aid process improvement.

All the departments put in collective efforts to hone the skills of the students by conducting different club activities pertaining to the courses. The students are equipped with leadership skills, communication skills, people management skills etc. to build successful careers. The active Indian Academy Alumni Association (IAAA) engages the alumni. This builds network which supports the students on board.

The governance of the institution strictly adheres to the vision and mission and endeavors for excellence in academics, character building, enhancement of personality, core values of life, augmentation of skill and endurance to learn and get ready for life.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

**Case Study: Collaborative and Participative Management – The IADE Decision Matrix**

Indian Academy Education Trust supports and collaborates with the leadership of Indian Academy Degree College (IADC-A) by following a democratic management approach. In lines with the mission statement, the leadership provides a supportive and stimulating environment for the intellectual and ethical growth of student community. While both authority and responsibility are delegated to the Head of the Institution aiding decentralization, the Trustees participate in the important curricular, co-curricular and extracurricular events and offer strategic inputs for continuous improvement. These inputs are communicated to the various committees and councils who implement the same.

A Decision Matrix for decentralization is adopted in the organization. This is known as the IADE Matrix (Inform, Approve, Decide, and Execute Matrix)

The IADE matrix clearly depicts the decentralization process across the institution. This philosophy runs through and across all functions of the institution. Through this process, the leadership believes in quality improvement and contributes in a significant way to sustain the quality consciousness in the field of higher education. The management takes keen interest in planning and recognizes the implementing initiatives taken at various levels at the institution.

IAET's trust on collaborative and participatory management at IADC-A is shown by placing the right human capital in the right places and involving them to contribute in various positions of the institution. Participative management is the forte of the trust and believes in the method of decentralization.

The devolution of the leadership is prominently seen in the Institution's governing pattern with transfer of power at various levels. The institution is managed by the Board of Trustees & headed by Chairman of the Board with review and recommendations from the Governing Body for the smooth functioning of the institute. The Governing Body (known as the think tank) headed by the Chairman, who is an academician and a scientist, takes decisions with the involvement of stakeholders. These are passes on to the College Development Committee which oversees the process of implementation under the executive authorities namely**, IQAC, Directors, Head of the Institution and HODs** have various & varying academic and financial powers delegated to them for implementation of the decisions.

The designing, planning and implementation of the activities at the institution is an appropriate reflection of participatory management. The decisions with regard to the institution proceedings are made in consultation with Chairman**,** Director for Institutional Social Responsibilities, Creative Director, Director Academic Excellence, Head of the Institution, Vice Principal, Controller of Examinations, Heads of the departments and Course Coordinators. The financial decisions originate from the Treasurer and are passed down.

The community activities are carried out by the NSS,NCC,YRC and Sri Aurobindo Centre for Human VAlues

- The administrative and non-teaching staff wholeheartedly supports the functioning of the Institution. Under the overall supervision of the principal, they have taken the lead in the administrative process like admissions, examinations etc.

Not only this, decentralization is practiced by empowering the students to take up leadership roles through Class Coordinator ship, members of the student council and Programme owners during various co-curricular & extra-curricular events.

| File Description | Document |
|---|---|
| Any additional informatiom | [View Document](#) |
| Link for strategic plan and deployment documents on the website | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

The deployment of the strategic Perspective Plan between the years 2014 to 2025 is detailed below

Indian Academy Degree College shifted the paradigm and brought in digitalization in Admissions, Pedagogy, Student support, Administration and mobilizing learning resources

**2014-2019**

Between 2014 and 2019, while the learning spaces were equipped with ICT enabled tools like systems and LCD projectors, the admission process was automated through a Customer Relationship Management (CRM) package 'Maple'. The pedagogical activities, student support activities, student attendance and administration got a fillip through the ERP package 'Knowledge Pro'. Seven additional classrooms were constructed in the 5th floor of the main block in the year 2017 to cater to the increased inflow of students. The institute signed up for G Suite fundamental education package at the end of 2018. An exclusive state of the art hostel facility for girls to house 210 was constructed in 2018.

**2019- 2025**

During August 2019, the institute strategized an institutional development and change by hiring 'Abenel Consultants'. A strategic visioning exercise was undertaken and five clear strategic areas viz. Admissions, Academics, Operations, Digital Transformation and Placements emerged.

**Admission Excellence Project:**

From the second quarter of 2020, the admission team was revamped and the CRM package was enhanced. The institution invested on No Paper Forms (NPF) platform with the team getting trained. This resulted in a rise of applications and online registration during the year 2021-22. Digital Marketing through Social Media and Google My Business, along with a  new website in 2020 improved the process. Telephony services were signed up.

**Academic Excellence Project:**

As the world converged to online learning and teaching, the institute invested in training the teachers to deliver online mode of learning and teaching. The digital transformation team contributed to an online learning and teaching policy. Smart board and pedagogical tools were procured.

**Digital Transformation Project:**

The Wi-Fi infrastructure was upgraded in the November 2019 where the Wi Fi Protected Access 2 (WPA2) was set up to provide greater protection and seamless access. The digital transformation team meets regularly to transform the institution digitally. The institution invested on 100 systems during the year 2021.

**Operational Excellence Project:**

The increased levels of operational excellence, calls for constantly upgrading the infrastructure. There was an investment on a 100KW online UPS to give 100% power backup and further invested on primary and secondary transformer of 250KVA and 62.5KVA respectively. UpKeep application for digital maintenance was signed up in 2019.

**Placement Excellence Project**:

The placement team brought transformation in the department by forming Quality Circles. 118 students were co-opted and by leveraging technology 1300 companies were contacted of which. This improved the

placements.

**2022-2025**

The institution plans to upgrade the Academic Management System to the latest technology offered by Linways Technologies in 2022 and also the Wi-Fi hardware to optic fiber by the year 2023.

Along with the implementation of NEP in 2022, the institute started the M.Sc. Data Science programme. Other programmes integrating technology like Cyber Security, e-commerce, Artificial Intelligence etc. are on the anvil.

The institute also plans to invest an initial amount of Rs.50 lakhs toward the school adoption project which is an ISR activity. Work is in progress to publish an in-house multidisciplinary journal. The institute is working towards becoming a college with potential for excellence by 2025.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Strategic Plan and deployment documents on the website | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

The Institution has well defined bodies which are formed as per the guidelines of the UGC. These bodies guide the academic and administrative mechanisms of the College.

The various bodies are

**The Board of Trustees:**

Indian Academy Education Trust (IAET) governs the institution by providing strategic direction on all the administrative operations of the institution. The Board meets twice a year.

**The Governing Body:**

This highest academic body of the institution is constituted as per the guidelines of the UGC. The Chairman of the IAET is the Chairman and the Principal is the Ex-Officio Secretary. The Governing Body guides the institution towards fulfilling its objectives. It approves new programmes, institutes scholarships and freeships on the recommendation of the Academic Council, makes recruitments including that of the Principal based on the policies laid down by the UGC and state government, approves the budget and institutes committees for running the college. The Governing Body meets twice a year.

**The Academic Council**:

The Academic Council constituted as per the UGC norms is chaired by the Principal. It approves the proposals given by the Boards of Studies with regard to programmes, academic regulations, syllabi, testing and evaluation processes. The Academic Council makes regulations for admissions, sports, and extracurricular activities and regulates the functioning of playgrounds and hostels. It recommends the institution of new courses, scholarships, fellowships and prizes to the Governing Body. While performing the functions assigned by the Governing Body, it advises the Governing Body on the academic affairs.

**Board of Studies (BoS):**

Every department has constituted a BoS under the chairmanship of the HoD

The BoS prepares the syllabi for the various courses focused on the vision and mission of the institution and national requirement and submits it to the academic council. It suggests methodologies for innovative teaching and evaluation, panel of names for examiners and coordinates research, teaching, extension and other academic activities in the department.

**Finance Committee:**

The finance committee is constituted with the Principal as the Chairman. While acting as an advisory body to the Governing Council, it considers the budget related to the grants received and receivable from the various funding agencies, income from fee and other sources collected for the various activities and audited accounts related to the institution.

Apart from the above, the institution has constituted 43 committees to steer and implement the academic and administration of the institution. SOPs are created for all committees where relevent.

The HR policy of the institution specifies the procedures along with rules and regulations pertaining to recruitment and career progression ared communicates to the employees during onboarding.

**Recruitment Procedure:**

The recruitment is done by a committee constituted as per UGC norms by weighing the profiles as per UGC regulation for profile grading. Service Rules and Appraisal Policies are shared to all employees and a formal Grievance Redressal System to address and resolve grievances of students, alumni and parents is available.
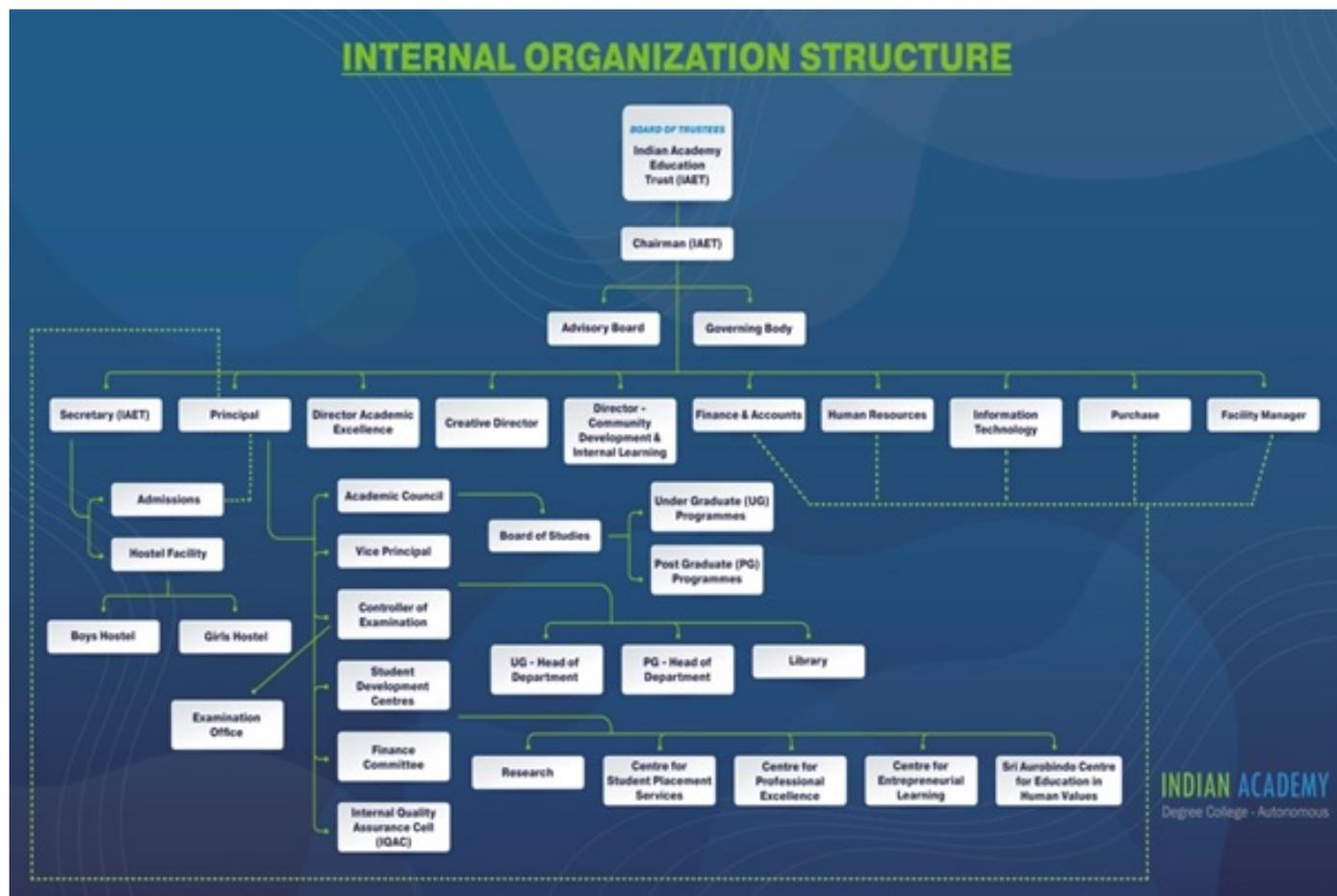
| File Description | Document |
|---|---|
| Any additional information | [View Document]() |
| Link to Organogram of the Institution webpage | [View Document]() |
| Link for additional information | [View Document]() |

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

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

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

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| ERP (Enterprise Resource Planning) Document | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

**Response:**

**The Institution has effective welfare measures for teaching and non-teaching staff.**

Indian Academy Degree College has transformed into one of the well acclaimed institutions of recent times. Indian Academy's faculty directory holds well qualified & experienced faculties. The institution has developed footprints in the area of staff welfare. Welfare schemes create efficient, healthy, loyal and satisfied employees for the organization.

**The institution has effective welfare measures for teaching and non- teaching staffs as listed below.**

**Leave Benefits:**

1. Casual Leave and Earned leave
2. On Official duty (OOD) for attending Seminars/ conferences/ symposiums
3. Special leave for exigencies due to sickness/ accident etc.
4. Compensatory off to the faculty members and staff

**Monetary Benefits:**

1. **Maternity leave** with service continuity to female staff.
2. **Paternity leave** with service continuity to male staff.
3. **Sabbatical leave for Ph.D. work** as per research policy
4. **Earned leave up to two weeks** to teaching and non-teaching staff.
5. **Paid summer - Vacation up to three weeks** to teaching staff and two weeks for librarians. **New joiners are eligible** for paid vacation on pro rata basis.
6. **Provident fund** contribution and **ESI benefit**.
7. **Accidental insurance** benefits for Rs.1 lakh.
8. **Award for publications** of article in national/ International journals, textbook publications, newspaper articles etc. as per research policy.
9. **Seed Money** is provided for faculty to encourage research publications and patents.

10. **Provident Fund Scheme** has been created for the faculty and staff
11. **Additional increment** granted on completion of PhD/ MPhil/ NET/ SET
12. Gift coupons on the occasion of **Teacher's Day.**
13. **Reward of Punctuality**
14. **Fee Concession up to 50% to the wards of the employees**
15. **ESI facility**
16. **Financial support** is given to meet the medical expenses of staff and their family members.
17. **Annual increment** for faculty and staff based on a comprehensive appraisal.
18. staff quarters for teaching and non-teaching staff members

**Other Welfare Measures:**

1. **ODD facility** up to 8/10 (local/outstation) days along with reimbursement of registration fee for participating in seminars /workshops at Bangalore and at outstation [Teaching and non-teaching].
2. **Faculty Development** program of short duration for three days in a year [**Srujana**].
3. **Various workshops/ seminars** for development of office communications, safety measures, office etiquettes, inter personnel skills for teaching and non-teaching staffs.
4. **Faculty development/research oriented/Digital transformation** programs are organized for teaching staff.
5. **Annual sports and games** meet for staff sports is organised.
6. Individual faculty and staff cabins are provided with separate cubicles and Wi-Fi connectivity.
7. Online access to Library through Digi net & OPEC.
8. Gymnasium, yoga and facilities for sports and games have been created for the physical and emotional well-being of faculty and staff.
9. On Teachers' Day, the staff members are honoured with awards and certificates for their constructive contribution.

| File Description | Document |
|---|---|
| Any additional information | [View Document]() |
| Link for additional information | [View Document]() |

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

**Response:** 45.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 43 | 38 | 53 | 61 | 65 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |
| Any additional information | 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:** 73.14

6.3.4.1 **Total number of  teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 103 | 87 | 87 | 82 | 64 |

21-07-2022 02:59:54

| File Description | Document |
|---|---|
| IQAC report summary | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The college conducts internal and external financial audits.

The Institution's audit process is as follows.

**Internal Audit** and **External Audit**. An expert panel of qualified auditors visits the Institution and conduct audit by examining the records, statements and reports and they share their valuable suggestions and views contributing to operational excellence of the institution.

**Internal Audit**

Internal audit is performed quarterly with the objective of monitoring the financial reports reflecting as per the supporting invoices & budgets. During this audit, various documents are verified such as vouchers, receipts and payments statements. Further, daily receipts, daily payments, cash book, bank book, bank reconciliation statements are verified and other financial statements are examined.

The internal panel of auditors also checks stock levels, salary payment details, statutory payments and check debit and credit note balances.

A trial audit is conducted and the panel of internal auditors advice on the scope for improvement. At a later period of time final audit is conducted. This internal process of auditing attempts to ensure that the books of accounts are properly maintained by the Institution as per the regulatory requirements. Internal audit has helped in improving decision making within the organization by providing the management with actionable items and has improved internal control.

Internal audit reports are utilized by the management to identify flaws or inefficiencies within the Institution before allowing external auditors to review the financial statements.

**External Audit**

It is performed by an external auditing agency in accordance to the governing accounting principles and law. External audit is conducted annually. During this process the panel of external auditors examines the ledger accounts, and verifies various financial records and accordingly they file the furnished and verified

reports.

## Audits of Grants / Scholarship / Hostels

1. Grants received from various bodies like UGC, DST etc. are audited as per the government norms and utilization certificates are submitted for the grants received.
2. The two hostels (Boys & Girls) and the examination unit are also subjected to annual audit.
3. The scholarship for the SC/ST students is also audited.
4. The audited financial statements are submitted to the Trust and the copy of the document is forwarded to the Principal.
5. The accounts of the institution are verified and audited every financial year and the audit report has been maintained.
6. Based on the audited financial statements, the institution files the Return of Income for every assessment year relevant to the specific financial year. The Return of Income has been filed till the financial year 2020-2021

The auditors prepare a final report which is unbiased. It reflects accuracy, transparency and completeness on the financial operations.

External audit helps in reinforcing the credibility of the Institution's financial statements and compliance with regulations. The Finance committee settles the issue as and when it appears.

The institution has not come across any audit objections till date. Scope for improvements and betterment have been suggested by the auditors.

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

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 34

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 30.00 | 2.68 | 0.2 | 0.02 | 1.1 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual statements of accounts | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

The Institution maintains & follows a well-planned process for the mobilization of funds and resource to achieve the strategic plans, goals and inclusive growth of the institution.

**Resource Mobilization Policy and Procedure**

The Resource mobilization policy focuses on achieving the objectives of the institution through a process which adopts accountability and transparency. The Governing body coordinates and monitors the optimal utilization of the funds for the achieving a good learning ecosystem.

The finance and accounts department prepares annual budget estimate in consultation with various committees of the institute as well as the Department Heads and prepares the budget of the institution. The institute has designed some specific policies for the fund usage and resource utilization. The budget of the institution is submitted by the Principal in the Governing Body for approval.

**Resource Mobilization**

While the student tuition fee is the major source of income, funds are also mobilized from sponsorships, research grants, funding agencies, bank overdraft and philanthropists.

**Utilization of Funds**

Resources are utilized for various purposes like administration, academics, affiliation, infrastructure development and maintenance etc.

1. For optimal utilization of funds, the finance committee through a purchase committee, reviews and evaluates the purchases. The committee seeks three quotations from vendors for all purchases. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on techno commercial considerations.
2. The budget is monitored to avoid overspending. Management approval is sought for expenditure exceeding budget and expenditure towards infrastructure.
3. At the beginning of the financial year, HoDs present their budget to the Finance Committee.
4. The institutional budget including recurring expenses such as salary, electricity, internet charges, stationary & other maintenance costs along with expenses for fixed assets such as lab equipment purchases, furniture and other development Expenses is scrutinized and approved by the Governing

Body.

5. The Finance Committee is responsible for the management of funds there by ensuring transparency in the process.

6. Funds received for projects are spent for the purpose and Utilization Certificate is submitted.

7. The grants received are audited by certified auditors and the utilization certificate is submitted regularly to the funding agency.

8. Funds are earmarked for Seed Grants and Promotion of Research and Development and attending conferences.

9. Salary increments are accounted for in the budget.

10. .Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified facility manager & system administrators.

11. .An innovative teaching-learning practice through ICT optimizes utilization

12. Fund has been allocated for Digital transformation is the key component.

13. The available physical infrastructure is optimized to conduct remedial classes, value added courses, examinations for Government Bodies.

Funds are allocated for 10 BBMP and Government schools that are adopted**.**

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)  Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

**Practice I- Academia and Industry Interface**

Collaboration between  Academia and Industry  contribute to the development of both faculty and students in the higher education institutions. This partnership of crossing borders in the field of education and industry compliments the graduates and prepares them for developing innovations and well-designed career paths. IQAC along with Indian Academy Centre for Student Placement Services focuses on forging synergetic collaborations with the industries through Memorandum of Understanding for mutual benefit.

While the students get experiential learning through internships, industrial visits and projects, the companies are benefitted by the study done by the students and the reports are used for Business Process Reengineering (BPR) at the companies. 673 Internships, 208 Industrial visits and projects have happened during the assessment period.

MOUs and Collaborations are done with 56 Higher Educational Institutions and Scientific Bodies.

**Practice II- Setting up Standards for Teaching and Support of Learning.**

The IQAC in collaboration with Indian Academy Centre for Professional Excellence (IACPE) has set up standards for teaching and support of learning through a clearly crafted policy.

The policy has been built on 6 important rubrics for teaching and learning.

1. Classroom Teaching
2. Classroom Interaction
3. Blended Learning
4. Learning Support
5. Assessment
6. Feedback

**Classroom Teaching:**

This includes a teacher's classroom management skills, providing student with a variety of different learning experiences, optimizing the use of teaching aids, provide students with clear explanations and the knowledge of using case studies thereby relating the learning to real world. The teaching skills of the teaching fraternity of IADC-A have been constantly upgraded through FDPs

**Classroom Interaction:**

This involves actively encouraging students to contribute to discussions and to ask questions, promote the culture of Peer to Peer Learning, reducing the talking time and increase the interactive time and promote team work. The presentations in the classes have been constructed to improve classroom interaction and peer learning.

**Blended Learning:**

This promotes the use of online learning management system among faculty members providing multimedia learning experiences and a face to face technology mediated learning. Blended learning has been in vogue since mid-2020 as the use of ICT has bolstered this aspect.

**Learning Support:**

This involves supporting the students by providing reading materials, setting up quizzes and opening up frontiers for interaction beyond classrooms. It also involves students to make use of online and library based resources, be approachable and supportive at all convenient times, work on the SWOC of each student and establish a positive relationship with all students.

The faculty members administer quizzes during teaching and guide students with reading materials from the library and online resources.

**Assessment:**

This involves conducting valid, reliable, outcome based assessments which tests the student's higher order cognitive skills and deep as well as surface learning. The assessment policy at IADC-A promotes reliable assessments which are outcome based and also check the attainments of the COs.

**Feedback:**

Seeking critical feedbacks from students in lines with the learning outcomes and the support received from the faculty and the staffs has been a regular practice at IADC-A. The feedback is taken as per the NAAC and the UGC guidelines.
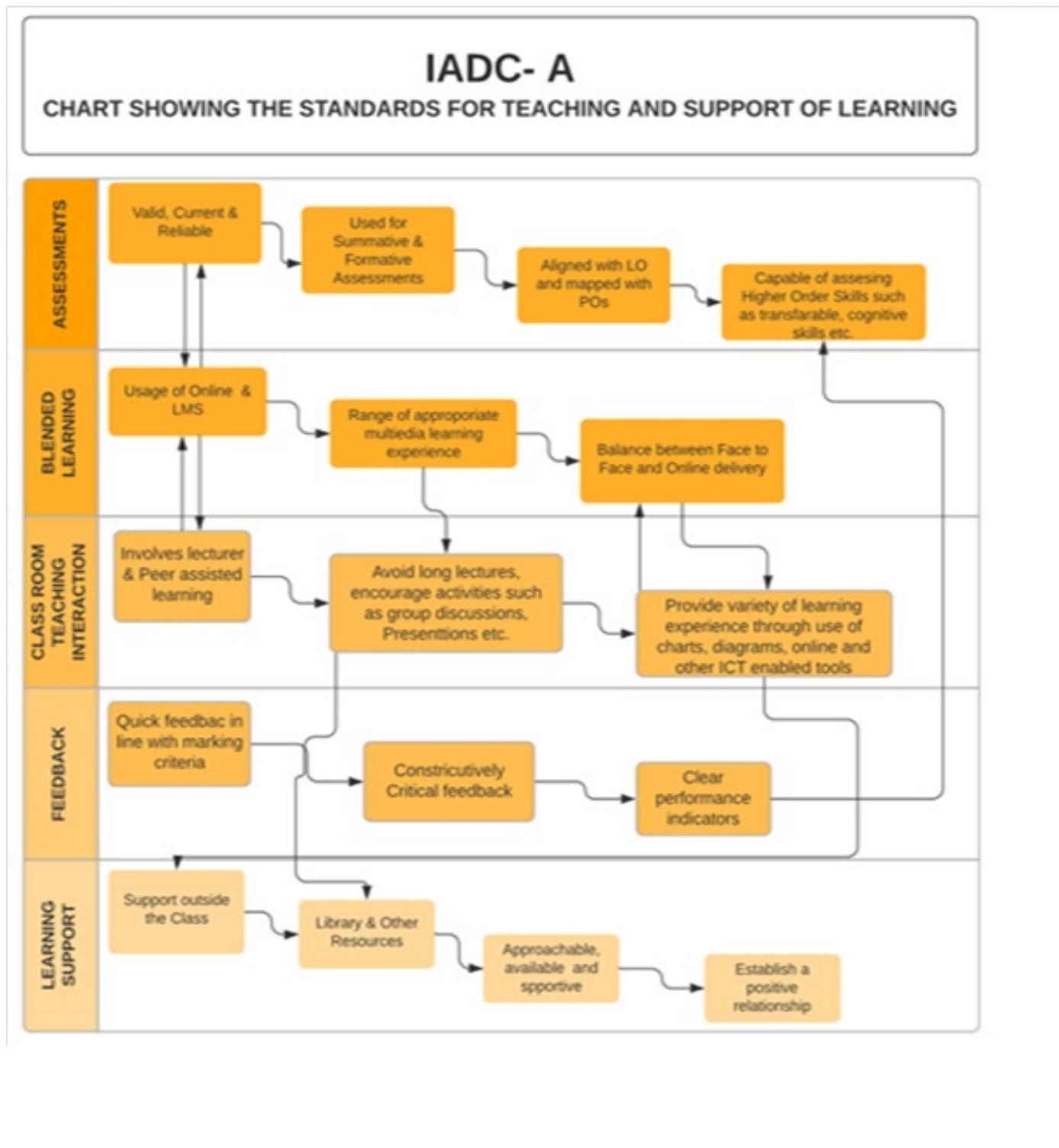
| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

The institution's quality assurance cell developed an approach to review its teaching learning process through a   policy drafted by the IQAC.

**Initiative 1-Teaching- Learning Review**

Accountability and improvement are two key concepts in the quality assurance procedures of the institution. Continuous development and improvement in the education is achieved by proper quality culture.

The review of teaching is practiced at IADC-A with the help of a comprehensively drafted policy. The policy details the purpose, procedure and specifics of the review of teaching.

**Purpose:**

A three point purpose forms the fundamental of the policy.

1. To manifest teacher's full potential
2. To act as an aid for the feedback from colleagues and reinforce the faculty's teaching beliefs and practices.
3. To shift the paradigm to higher levels and enhance the pedagogical skills.

**Procedure:**

The clearly defined procedure states that the teacher

1. Undergoes review of teaching twice every year.(This does not apply to part time faculty)
2.  HoDs give direct feedback to them
3. The teacher review will happen every semester and will be reviewed by
    1. Head of the Department
    2. Director of Academic Excellence
    3. Principal
4. Written feedback will be given to the teachers in a Review of Teaching Format.
5. The IQAC will take the initiative in fixing the calendar for the review.

6. The HoD reports and Director-Academic Excellence consolidates the report.
7. The Director - Academic Excellence will present the report to the Principal and the Top Management every year.

**Specifics:**

This  part of the policy details the process of review in the learning space and the timelines of reporting and communication. The Policy is attached as a supporting Document.

In addition there is a course evaluation form to provide a critical reflection of the course taught by the faculty

**Initiative 2- Implementation of Teaching- learning reform: Continuous Improvement in Quality through Outcome Based Education (OBE)**

The Institution follows an approach of Outcome-Based Education (OBE) system which inculcates the student-centred learning and teaching methodology. The Programme Educational Objectives (PEOs) Programme Outcomes (POs), Course Outcomes (COs) are carefully crafted catering to local, regional and global needs and aligned with the national goals and institutional vision and mission on higher education. Graduate performance is measured in terms of knowledge, skills and attitude and ensure overall development of student is given due weightage during the measurement of Programme and Course Outcomes.

The objectives of the OBE policy are

1. To design, develop and deliver student centered learning  in line with outcome-based education system that measures the attainment of Programme Education Objectives and Course Outcomes
2. To develop and clearly define the Programme Educational Objectives (PEOs) in line with vision & mission of the institution.
3. To ensure that the course outcomes laid out under each programme clearly measures the attainment through student performance.
4. To educate the teaching faculty on Outcome based education and to embed the same in their learning and teaching process

The OBE Policy starts from designing a student centred curriculum and culminates into outcome based assessment.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed**

and used for improvements
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** All of the above

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

The institution strives towards gender equity and sensitization by creating awareness through programmes, events and sessions. It ensures that both the genders have equality in learning, acquiring skills and knowledge. The following are the efforts taken by the institution to instil the same and it is as follows:

-       Conduct awareness programmes for teaching and non-teaching staff every semester.

-       Organize awareness programmes for the students

-       Creating Unbiased environment for teaching, learning and career advancement

        **ENSURING SAFETY AND SECURITY** –To ensure the physical and emotional safety and security of the students, especially the girl students:

- All students and faculty members are checked for their ID-cards before entering the campus thus barring access of outsiders.
- Anti-ragging and Anti-sexual harassment cell collaborate with women council and regularly organize awareness programs on women safety, like training in defense techniques.
- **CCTVs cameras are installed** prominently and strategically in every corridor and within the classrooms 115 ip cameras The **115 surveillance points** in the campus eliminate any of the unauthorized persons and monitor all activities.
- **CCTVs cameras** are installed **in the hostels** as well (**32 cameras** in girls' and **32 cameras** in boys' hostel).
- **Separate hostel facilities** for male and female students are maintained.  Hostels are **equipped with fire extinguishers** and **secured fire exits in each floor for safe evacuation in case of any accidents.**
- **Fire extinguishers (36 in total; 22 in the campus, 14 in the two hostels)** are installed in the laboratories and corridors to ensure safety of the students.
- **Round the clock presence of Security Personnel** are monitoring in the campus as well as in hostel.
- **COUNSELLING:** The College has a counselling room with a full-time counsellor. Boys and girls are counselled on various psychological issues, including healthy relationships and gender parity. Exclusive sessions for girls address issues of emotional abuse, emotional breakdowns, low self-esteem, poor body image etc. and counsel them into being confident and competent happy individuals

- **COMMON ROOMS:** The common rooms are available in the campus. Basic amenities are provided in the common rooms for the students who are not well. The students can take rest when they feel sick. The first aid facility is also available for selected teachers and students.

The clubs and committees such as Women's Council, Internal Complaints Committee (ICC), NSS, and NCC organize programs to promote the gender equity for the upliftment of the Women. The programs focus on awareness on **women's rights, Self Defence**, **importance of gender equity**, human values.

Meritorious girl students are supported through an **increasing**

**Number of Girl Child Scholarship Programmes**

**Number of Girl Student Scholarship Awardees**

| | | | | |
|---|---|---|---|---|
| 5 | 10 | 10 | 15 | 15 |
| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
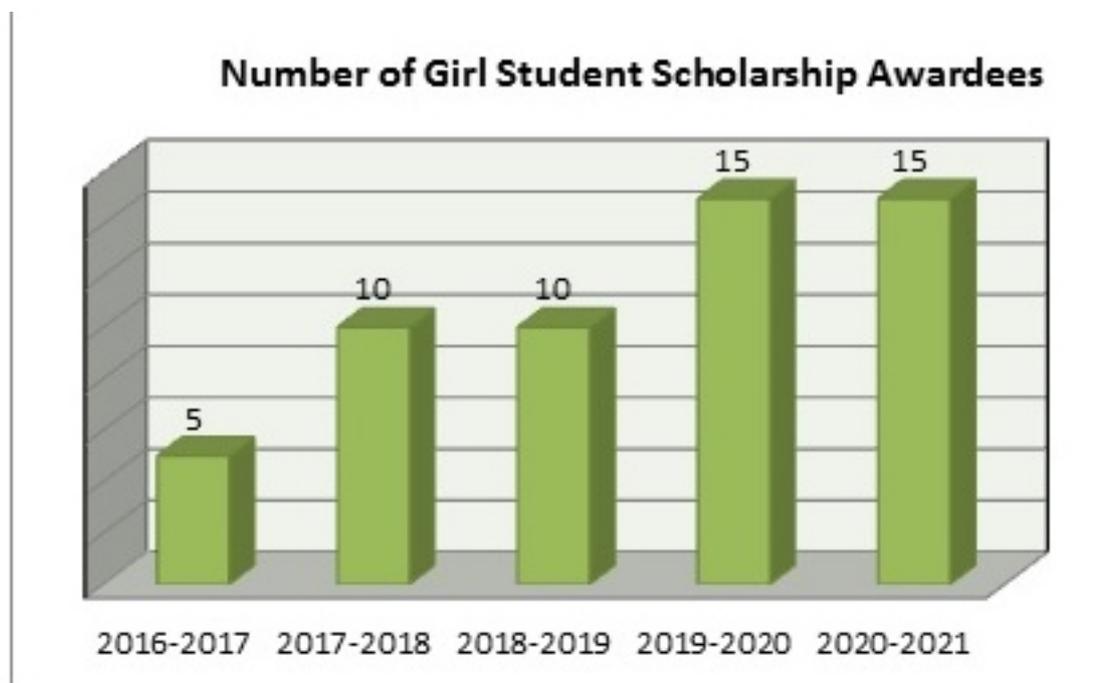
**Women Centric Facilities**

- **Sick room facilities** are present on the campus.
- **Common spaces** like basketball court, indoor games room, and Cafeteria are present within the campus.

**Vending machines and incinerators** for distribution and disposal of **feminine hygiene products** are installed in the campus as well as in the girls' hostel

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

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

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

**Response:** A. 4 or All 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:**
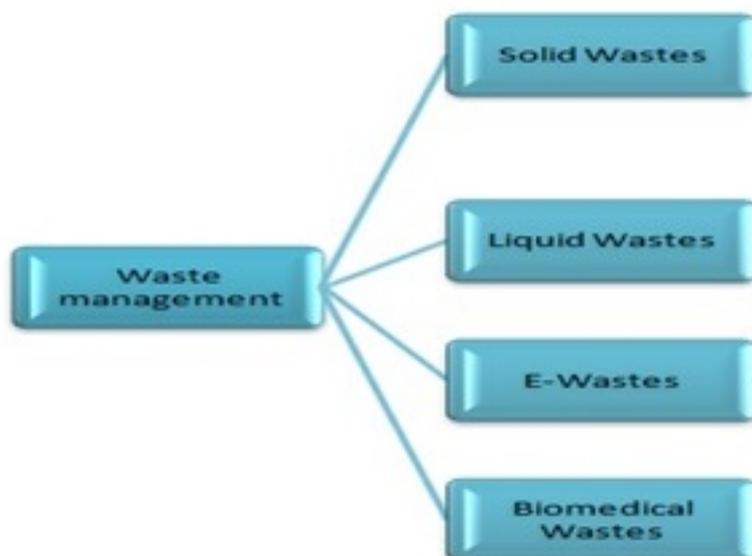


**Waste Management Practices of the Institution**

IADC-A has ensured that the overall waste management system is dealt with in an appropriate manner keeping in mind the approved procedure. The teaching and non-teaching staff, students and others in the campus are well notified and are expected to follow the appropriate campus behaviour.

**SOLID WASTE MANAGEMENT**

- **Vermicomposting is initiated** and it promotes waste reduction. IADC-A utilizes vermicomposting to recycle the vegetable waste of the college cafeteria and hostels and contribute to sustainability.
- IADC-A uses different **coloured trash containers** to segregate the bio-degradable and hazardous waste. It is ensured that all these wastes are brought in by the end of day to a designated spot to be collected and utilized accordingly under the guidance of the Facility Manager.
- The bins are placed in a strategic manner across the campus for disposal of waste accordingly.
- The red colored trash container collects all the **sharp wastes** from the science labs and it is **handed over to the BBMP (Bruhat Bengaluru Mahanagara Palike)** Kacharakanahalli ward for judicious disposal on a weekly basis.
- The green colored trash container collects the bio-degradable waste from the canteen and the campus which is directed towards vermicomposting.
- Extra Question papers, answer scripts, newspapers, and papers used for administrative purposes are regularly collected and processed for recycling.
- The college has entered into a **MoU with M/s Environmental and Recycling Solutions** who collect the paper based recyclable waste materials under the Wellbeing out of Waste (WOW) initiative and sends the waste material to ITC Ltd. for recycling.
- **Guest Lectures** are often organized by the Institution to educate the students the about smart **ways of Waste Management**.
- The college has initiated the aspect of presenting sapling to the guests and elite personalities to reduce the use of plastic and other waste generation for recycling.

## LIQUID WASTE MANAGEMENT

- IADCA has invested in the Sewage Treatment Plant which is essential in present days' crisis. The treated water in collected in a tank that can hold up to 10,000 litres. The recycled water is channeled back to the lavatories for flushing purposes.

## E-WASTE MANAGEMENT

- IADCA has initiated the E-waste management by placing bins in each floor of the campus to separately collect e-waste such as batteries and other items.
- **Useful parts** from certain electronic gadgets like resistors, capacitors and so on are removed and **re-used** accordingly.
- The **older computers are refurbished** and transferred to government schools adopted by the institution.

## HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

- Students are encouraged to use the fume hood while handling hazardous chemicals.
- Gloves and protective eye wares are also used while handling acids and other dangerous chemicals.
- Microbial cultures are always handles within the laminar air flow chambers. Biomedical wastes are also neutralized by autoclaving before disposing.
- None of the departments generate any hazardous or radioactive waste.

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

**7.1.4 Water conservation facilities available in the Institution:**

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

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

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any additional 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:** A. Any 4 or All of the above

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

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

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

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

| File Description | Document |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | [View Document] |
| Certification by the auditing agency | [View Document] |
| Any other relevant information | [View Document] |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

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

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | [View Document] |
| Geotagged photographs / videos of the facilities | [View Document] |
| Any other relevant information | [View Document] |

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

**Response:**
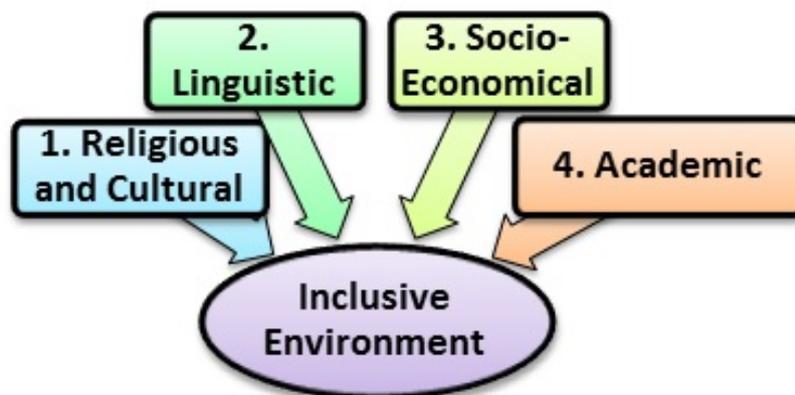
**Avenues through which an Inclusive Environment is created in the Institution**

In IADC-A the word 'inclusive' is a part of every programme that is being conducted or organized to bring about harmony and tolerance among the staff and students. There are many efforts and initiatives taken by this institution as mentioned below:

**RELIGIOUS AND CULTURAL INCLUSIVENESS:**

- **'Spectrum'** is an intra-collegiate fest celebrated with events like dance (Folk, Classical, Western, and Contemporary) and singing (Vernacular, Hindustani, Folk, and Western). The event aims to create a bridge between the students of diverse culture through the appreciation of each other's culture.
- **'Yuvtarang'** is an inter-collegiate fest of dance (Folk, Classical, Western, and Contemporary) and singing (Vernacular, Hindustani, Folk, and Western) aiming towards unifying diverse cultures.
- **Ceremonial Days** of all Religion and communities are commemorated with equal importance and fervor.

**LINGUISTIC INCLUSIVENESS:**

- The Departments of Languages have been active in unifying diverse regions and cultures through languages.
  - The literature exhibition houses nearly 150 themes-based models on the every year. Selected government schools and PU colleges are invited to attend the exhibition.
  - Departments of Hindi organize **'Bhasha Utsav'** to instill the importance of the national language in students. Various events like essay writing, folklore events, debate, and 'Do

you really know your language?' quizzes are organized during the celebration. Several government schools and PU colleges are also invited.

- Every year, during the first week of November, the Department of Kannada organizes **"Kannada Rajyotsava"** during which all the students and faculties are introduced to the cultural and festive celebrations of Karnataka.

## SOCIO-ECONOMICAL INCLUSIVENESS:

- The institution makes sure to encourage the economically backward students by providing **"Merit-Cum-Means" scholarships** and reduction in fee for the various courses that they apply for. **Every year 15** such scholarships are awarded by the institution during scholarship day to support and recognize these students and help them achieve their dreams.

## ACADEMIC INCLUSIVENESS:

- **National Science Day**
  - National Science Day and other Environment Consciousness related days are celebrated through multiple club activities within and outside the campus to inculcate environment awareness among the students.
- **Chartered Accountants' Day:**
  - The Institute celebrated the Charter Accountants' Day on July 1st to celebrate the accounting professionals and their contributions to economics.
- **National Mathematics Day**
  - The Institute celebrates the National Mathematics Day on December 22nd each year to commemorate the birthday of Mathematician Srinivasa Ramanujan.
  - The day is celebrated by organizing competitions and arranging guest lectures.
- **Annual Book Exhibition**
  - Every year the Annual Book Exhibition is organized within the campus where prominent publishing houses are invited to exhibit books on various fields of Academics and more.

Students and Faculties are encouraged to peruse the books as well as suggest the procurement of any useful title

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

**Avenues through which awareness regarding Constitutional Obligations and human Rights are created in the Institution**

The institution takes up the themes of values, rights, duties and responsibilities with great zeal and sensitized students and staff to build on the same.

**Constitutional Values, Human Rights, Duties, and Responsibilities:**

- Additionally **non-core papers (ICH 1.1** for BBA and B. Com and **ICH 2.1** for B. Sc, BA, and BCA) **dealing with the salient features of Indian Constitution** are regularly offered to the students to generate awareness on the subject.
- **Programmmes and events were organized on consitution day** to educate the members of the IADC-A community about their constitutional rights and obligations.
- Emphasis is also given on spreading awareness about various issues concerning the women, Children, Dalits, and other marginalized and minority groups.
- These programmes give outline on the power the government holds and how to avoid abuse of authority. The programmes organized lay down certain ideals that form the basis of the kind of country that we as citizens aspire to live in.
- A **rally was organized during the National Voters' Day** to create awareness about the voter's power and the importance it holds. The students held placards giving snippets of information to the public about their rights and responsibilities as citizens of this country.

-The important day like **International Yoga Day** (21st June) of every year is observed with demonstration by professional yoga trainers followed by explaining the importance of health and fitness. The program creates awareness on impact of yoga and physical exercises on human body and mind.

-1st December of every year is observed as International day of **World AIDS Day. T**he NSS organizes awareness programs on AIDS and its impact on society. Campaigns and rallies also organized to

create awareness among the students and neighboring community. Competitions and events are organized for the students on eradication of AIDS. Experts from Government and Non-Government agencies are invited to sensitize the students about HIV and its impact on the society.

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

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

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

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

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

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

**Response:**
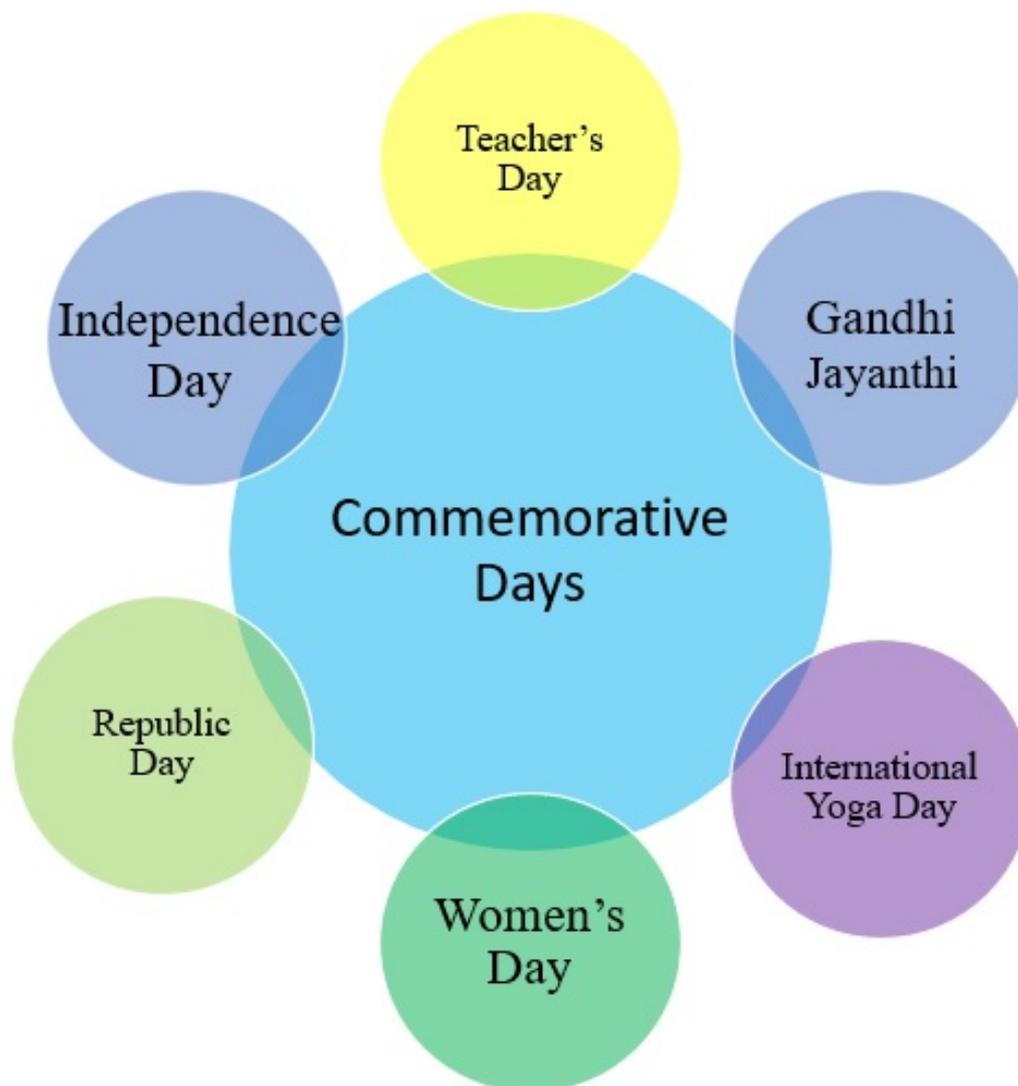
**The Commemorative days that are often celebrated in the Campus**

**Independence Day**

Every year students and staff celebrate the Independence Day by conductin various activities such as drama, mimes, group singing, dance, and fashion show representing every state of India. The celebration pays homage to the heroes of the country. The event is graced by eminent personalities. Events and competitions like essay writing, collage and so on are also conducted.

**Gandhi Jayanti**

Gandhi Jayanti is celebrated in the institution through song, dance, skit, drama reflecting the life and principle of Mahatma Gandhi.

**Republic Day**

This day is observed every year in the campus with the students and staff actively taking part in the activities. The heroes of the nation are remembered and memorialized.

**International Yoga Day**

The practice of yoga in the institution is regular and on yoga day every year we have a special certification course for those who are willing to take part. Both the teaching and non-teaching staffs participate in this event.

**International Women's Day**

- Every year the institution celebrates the Women's Day with great enthusiasm. Women's Day is celebrated with fun filled competitions like rangoli, cooking without fuel, treasure hunt and other interesting events throughout the week. The grand finale is on the Women's Day with eminent personalities sharing their views and wisdom to the teaching staff, non-teaching staff and the students.

**Teacher's Day**

- Every year the celebrations are awe-inspiring as students have elaborate programmes commemorating the life of Sir Sarvepalli Radhakrishnan and celebrate the teachers of the institution.

Each year 3 faculty members, who have served the institution for a prolonged period of time, are facilitated and honored in presence of eminent personalities and dignitaries for their dedication and commitment.

| File Description | Document |
|---|---|
| Geotagged photographs of some of the events | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Annual report of the celebrations and commemorative events for the last five years | [View Document](#) |

## 7.2 Best Practices

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

**Response:**

**Best Practice 1: Promotion of Education through School Adoption**

**Title of the Practice:**

Promotion of Education  through School Adoption

Contributing to the growth of the community and doing its bit in creating happiness for people around has been an important fundamental on which the institute functions. To this end, the institute has exhibited its citizenship to the society through Institutional Social Responsibility activities which have branched to form different platforms.

Named as **Samaani** (bringing together) the institution has an active committee for its Institutional Social Responsibility at IADC-A headed by the Director –Internal Learning and Community Development Ms. Rachana Thummala who is also the trustee of Indian Academy Education Trust.
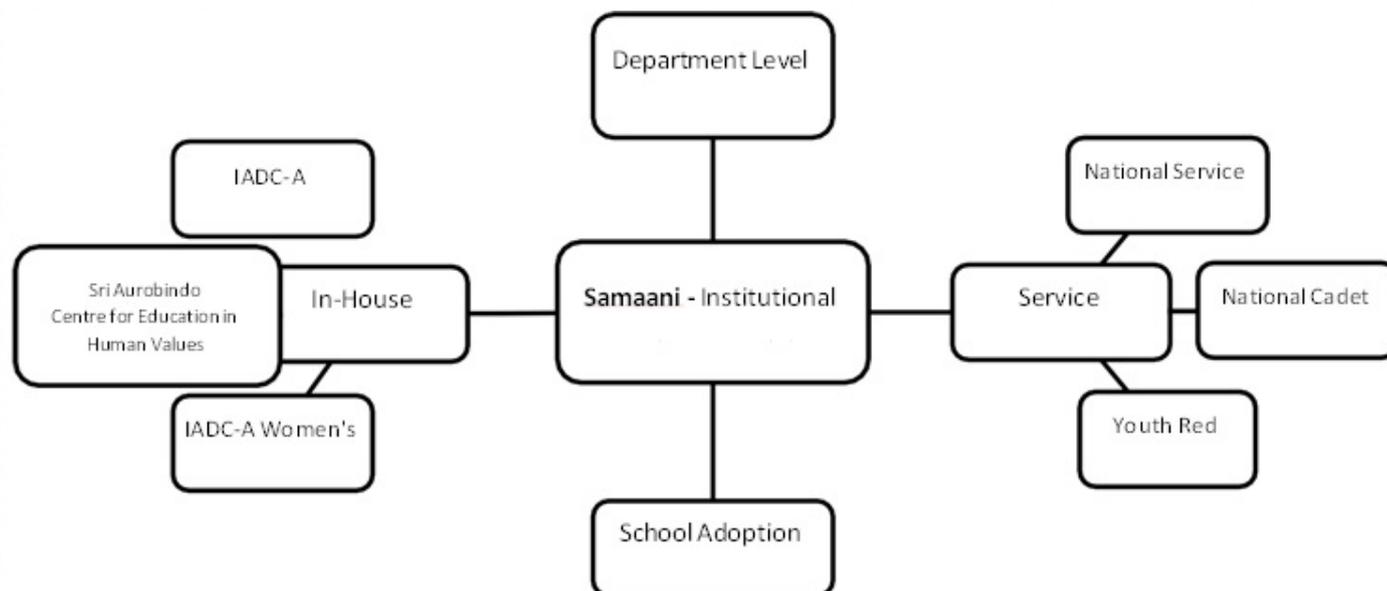


### Education Promotion through School Adoption

The School Adoption Project is one of the important ISR activities undertaken by the institution.

Indian Academy Degree College has adopted 10 schools since 2008 under the *Namma Shale - Namma Koduge* programme. Under a renewed effort by the Ministry of Education,

### Objectives of the Practice:

- Contribute meaningfully to development of government schools through providing infrastructure, water ,technology, electricity and furniture.
- Develop students and faculty of schools through training programmes and support
- Engage students and staff in learning outside the classroom through empowering hands- on experiences and build sense of community

Intended Outcomes

- School Infrastructure is improved through interventions.
- School children feel empowered through the support and training by the institutional members
- Students and staff of IADC-A learn skills outside of the classroom including project planning, implementation, monitoring and evaluation, critical and creative thinking, collaborative problem-solving and leadership.

- Students and staff understand ground realities, opportunities and challenges in Government Schools

**The Context**

The main contextual feature was to understand the need of each school in terms of their requirements and in terms of infrastructure and student/faculty support. Activities were designed in such a way that the resources could be channeled into addressing real-world problems of schools that IADC-A adopted through the use of strategic partnerships with governmental and non-governmental organizations.

A structured and systematic approach was taken while working with the adopted schools. The primary was on adopting an approach of inquiry to understand the details about each school, including the strengths possessed by each school and the challenges they face. The actions and initiatives are as follows :

| Background Research | Diagnostics | Plan Creation | Implementation with Partners | Evaluation |
|---|---|---|---|---|
| - Existing initiatives, progress already made, best practices, potential partners<br>- **Output:** concept paper | - Visiting schools and conducting interviews and surveys to understand present status, gaps, opportunities, etc<br>- **Output:** Diagnostic report | - Devising outcomes and indicators for each school<br>- Mapping resources and partners inside and outside the Institution<br>- **Output:** Master Plan for implementation | - Conducting various activities in schools based on the Master Plan<br>- **Outputs:** weekly update reports | - Conducting interviews and surveys with stakeholders to understand effectiveness of activities and adjustments to plan<br>- **Output:** Evaluation report |

**The Practice**

**Support to Government Schools:**

The list of schools is given below

| No | Name | Adoption Date |
|----|------|---------------|
| 1 | Government Higher Primary School, Malur - MC Halli, Malur Taluk, Kolar District | 20.10.2008 |
| 2 | Corporation Primary School, Thimmiah Road, Narayana Pillai Street - 560051 | 14.01.2015 |
| 3 | BBMP Girls High School, Thimmaiah Road, Narayana Pillai Street – 560051 | 14.01.2015 |
| 4 | BBMP Higher Primary School, Neelasandra Main Road 560047 | 14.01.2015 |
| 5 | BBMP Higher Primary School, Cockburne Road near Shivajinagar Police Station, Broad way 560053 | 14.01.2015 |
| 6 | BBMP High School, Cockburne Road near Shivajinagar Police Station, Broad way 560053 | 14.01.2015 |
| 7 | Govt. Lower Primary School, Lingarajapura - A Block, Bangalore North 3, 560084 | 24.11.2020 |
| 8 | Government Kannada Higher Primary School, #5, Sitamma Road, Ramaswamy Palya, Kammanahalli Post, 560033 | 24.11.2020 |
| 9 | Govt. Kannada Lower Primary School, Nagaiyanapalya, MS Nagara Post, 560033 | 24.11.2020 |
| 10 | Govt. Higher Primary School, Banaswadi Main Road, MS Nagar Post, Subbiahnapalya 560033 | 24.11.2020 |

The main support that was required by the schools was classified as below.

- **Construction and renovation:** Construction of toilets, Compound Wall, Kitchen, Rainwater Harvesting; Repairs in plumbing, Water Tanks, Electrical Wiring, Appliances, Masonry Work.
- **Technology:** PCs, Routers, Hotspot devices, Printers, Monitors, Keyboards, UPS
- **Drinking water:** Borewell, Water Tanks, Aquaguard water purifier, Sump
- **Donation of materials:** benches, green boards, notebooks, geometry boxes, teaching aids
- **Student engagement:** Sessions on Self-development, Creative Thinking, Storytelling, Self-defense, Writing and Speaking English and model and experiment demonstrations to heighten interest in science.

The support provided to the schools have been hapening in 2 phases

The first phase of adoption involved working with the schools in improving their access to basic amenities and improving their infrastructure. Given below is a summary of some of the main work done by IAGI in association with different government schools. These were largely improvements in infrastructure and facilities. Some attention has also been focused on developing student capacity by involving students of our own IADC-A.

**Toilets**

Toilets have been built at Government Higher Primary School, Malur; Corporation Primary School, Thimmiah Road; BBMP Girls High School, Thimmaiah Road; BBMP PrimarySchool, Neelsandra;

**Technology**

Systems and ICT tools were provided to the following schools

Government Higher Primary School, Malur, Corporation Primary School, Thimmiah Road, Corporation Girls High School, Thimmiah Road, BBMP Higher Primary School, Neelasandra

**Water**

Water facilities were provided to Government Higher Primary School, Malur, BBMP Girls High School, Thimmiah Road, BBMP Higher Primary School, Neelasandra, BBMP High School, Cockburne Road

**Electricity**

UPS were provided to Government Higher Primary School Malur, Government Higher Primary School, Malur, Corporation Primary School, Thimmiah Road, BBMP Girls High School, Thimmiah Road, BBMP Higher Primary School, Neelasandra

Compound walls and Name Boards were provided to Government Higher Primary School Malur

**Furniture and Teaching Aids**

Furniture nd teaching aids are provided to BBMP Higher Primary School, Neelasandra, BBMP Girls High

School, Thimmiah Road, Corporation Primary School Thimmiah Road, Government Higher Primary School, Malur

**Construction Masonry and Repair**

Construction was undertaken at Government Higher Primary School, Malur, BBMP Higher Primary School, Neelasandra, BBMP High School, Cockburne Road, BBMP High School, Cockburne Road

The Total spend for supporting these schools in the first phase is ?14,68,016 (Rupees Fourteen Lakhs Sixty Eight Thousand and Sixteen only)

**Phase II**

Subsequently, there has been an effort towards evolving a more structured approach for promotion of education through school adoptions. This has involved a shift in the allocation of organizational resources within IADC- A. Development of a robust research and diagnostic process and a focus on measurable learning outcomes was adopted.

A Monitoring Committee and a community development team was constituted

Detailed profile of each school was collected and the proposed infrastructure and facilities improvements to be implemented were identified and listed. An initial budget of ?43,25,182 (Rupees Forty Three Lakhs Twenty Five Thousand One Hundred Eighty Two) is earmarked for this phase out of which ?7,75,559(Rupees Seven Lakh Seventy Five Thousand Five Hundred Fifty Nine) has been released for School Kits, and Infrastructural development. Principals of all the schools were honoured during the Founder's Day event at IADC-A.

**.Evidence of Success:**

The success of School Adoption Programme are measured against benefits to:

- **Students:** feedback is collected after each activity. The report reveals a:

1. feeling enriched by opportunities to work with the Schools
2. learning new skills outside the classroom in programme design, networking, critical and creative thinking, organisation and resource management

3. improved relationships with each other and their teachers

- **Direct beneficiaries:** these include children and teachers in government schools, They reportreveals a:

1. feeling they are cared for, respected and given new opportunities to grow
2. learning new information that can improve their lives
3. greater consciousness of their role in society

This is ratified by the partners the institute has worked with (letters of acknowledgement and appreciation of contributions from IADC-A) and by media coverage

**Problems Encountered and Resources Required**

*Resources required: D*irect financial investments, student and staff time.

*Challenges in implementation:*

- Teachers and students struggle to balance their time during working hours to devote sufficient attention to the design, implementation and collection of feedback.
- Supportive mechanisms to train teachers and students in project management are insufficient which retard the pace of ISR activities.
- Resources have not been adequately invested to follow up with beneficiaries after implementation of each activity.
- Bureaucratic challenges and delays in implementation while interacting with government agencies.
- Coordination between various groups working with school adoption project can be improved.

These will be systematically addressed in the coming days

**Best Practice II**

**Title:**

**Transforming Education through Technology Integration**

The philosophy of Digital Transformation at Indian Academy Degree College (IADC-A) is deep rooted and the institution constantly works towards upgrading the Digital Infrastructure, Digital repository and Digital Space.

**Objectives**

The Digital Transformation team works towards achieving the following objectives.

1. To Identify the Institution's technological needs
2. To aid the procurement of Hardware, Software, Networks and other ICT tools
3. To train faculty members and students on use of ICT
4. To update the IT Infrastructure and facilities in the institution

Outcomes

1. To be equipped with the State of the Art Technology
2. To have the right technological tools in place and achieve process efficiency
3. To have knowledgeable and informed students and faculty
4. To be in the forefront of technology based learning

**The Context**

India has become a global village and digitalization is the only way to reach out and create visibility to the stakeholders. The fourth industrial revolution termed as industry 4.0 has ushered in a disruptive environment where changes are rapid, cannot be envisaged, happen with great impact and are substantial. The VUCA world (Volatile, Uncertain, Chaotic, Ambiguous) reigns forth and the advent of new technologies directly influences the work methods. Artificial Intelligence, Internet of Things, Machine Learning, Block Chain etc. are a part of everyday life across the globe. Hence, it is imperative to integrate technology in operations to achieve more engagement, greater inclusion, synergetic collaboration, individualized differentiation, increased productivity, enhanced creativity and improved focus among students.

In context, every institution should converge on to the use of technology at the learning spaces and integrate all the functions of the institution. Indian Academy Degree College too has brought in technological integration in its operations to transform education. But the challenge lies in orienting and training the faculty, staff and students towards the use of technology and overcoming the resistance to change.

## THE PROCESS FLOW FOR IDENTIFICATION & IMPLEMENTATION OF TECHNOLOGY ON CAMPUS [NEW/UPGRADATIONS]

Review of existing digital platforms & tools with IT team (Every Semester)

*Identification of institution's technological needs aligning to department operations and academics

Listing out of specific hardware/ software/ networks/ other ICT tools by the IT team

Procurement of identified hardware/ software/ networks/ other ICT tools by the IT team after review of proposal by Core Team and approval by Management

Installation of procured hardware/ software/ networks/ other ICT tools followed by User Access Testing (UAT) by the IT team

Planning of training calendar on the newly installed software/ ICT tools for Faculty and Students (as applicable)

Execution of training sessions by Internal/ External trainers (as applicable)

Feedback and review from end users of the technology

End of Semester review of existing technology on campus and need for any upgradations

Sign off on the next level of digitization improvements by the Core Team

* This is an ongoing activity discussed during the weekly Digital Transformation meeting with the core team to ensure instant identification of technological needs and planned execution of same.

**The Practice**

Indian Academy Degree College constituted a Digital Transformation Team in the fourth quarter of 2019 under the leadership of Dr. Suneel Krishna, the Treasurer of the Indian Academy Education Trust and since then the team has been meeting every week to discuss the digital needs of the institution and upgrade.

The Digital Transformation team has been working for digitalizing the processes across the institution ie. from the admissions to the examinations

**Admissions**

The institution signed up for the G Suite Fundamental Education version in the end of 2018. Further, the institution came up with a new website for better communication and hosted on a new server Hostinger to achieve greater speed and response time. The institution signed up with No Paper Forms an exclusive education based CRM which integrates the complete admission process. From the Lead Management to enrolment, the CRM solution aids in management of Lead Management, Lead Nurturing, Application Management, Post Application Management and Enrolment. Use of the CRM solution improved the speed of the process, reduced the duplication and improved the efficiency of the admission process. Admissions became a unified process and the entire student journey during the admission process was a delightful experience. This helped to manage and scale up the admissions. The team also supported the departments at IADC to build Google Sites which helps showcase the departments to the external stakeholders. The institute further signed up with zoom for a 500 user video conferencing facility in 2020.

**Academic Administration**

For the academic administration, the Enterprise Resource Planning (ERP) software was upgraded in September 2020. A cloud based software, 'dhi' which integrates all the functions of the institution like admission, academics, administration, examination and accreditation was procured. During pandemic, the examinations were conducted online with a technological intervention from HireMee, an Artificial Intelligence powered assessment platform. The tool facilitated the examination process through a built in proctoring facility. For the administration of Payroll, a new tool "Saral" was procured for integrating salary pay-outs.

**Digital Infrastructure**

100 high configuration systems with Intel i5 processor, 8GB RAM, 256GBSSD,1TBHDD were added to the computer lab to augment the learning and teaching process. The Digital Transformation team was also instrumental in updating some important software applications like the plagiarism software, Library Information System software, the software for the language lab, Office 365 etc. The institute invested on Drillbit plagiarism software developed under the Make in India scheme of the GOI. A smart board for the smart classroom was also procured to enhance the experience to the learning process in the learning spaces.

Seventy Three (73) CC TV cameras were upgraded in the building for better security and control.

The Digital Transformation team also suggested investment on an Audio Video conference equipment. A high end Sony NX 200 Video camera and Peoplelink Quadro extension microphones were procured to give a seamless conference experience

**Training**

Under the leadership of the Digital Transformation team, the institution also conducted training programmes on Google Workspace and Microsoft excel for the faculty members.

While upgrading the Digital repository and infrastructure, a major challenge that was faced by the institution is the resistance to change in adapting to technology by the employees. Adequate orientation and training was provided to the faculty members to ramp up the deliveries close to expectations.

Also, since Indian Academy Degree College has been in the forefront of the Digital Transformation movement, technology forecasting and zeroing down on the right solution has posed problems. External advice from experts has always helped in mitigating this challenge

**Evidence of Success**

The up gradation of the Digital infrastructure and space has steadily improved the user experiece to the stakeholders. The presence of the G Suite has aided seamless online classes, seminars and examinations during the pandemic. The Zoom platform has been aiding the institution to conduct webinars and video conferences upto an audience of 500 members.

The timetable which was made and the lesson plan was delivered seamlessly to the 2479 students by the 123 faculty members of the institution thoug the ERP.

The training sessions on Google Workspaces shifted the paradigm in terms of performance of the teachers as the teachers were not only able to store, share their materials for the students to access, but also could conduct tests through the combination of Google classrooms and

Google Meet. With the horizon of the online education brightening up, the progress which Indian Academy Degree College in wringing in Digital Transformation will aid its cause in becoming an institution with repute in offering Online Education.

**Problems Encountered and Resources Required**

Resistance to change and converge to the system, Constraints in bringing in experts in the digital field, Delays in configuration and customization of the systems are a few challenges faced during the process of Digital Transformation. Hence Indian Academy Degree College has been at the forefront in transforming education through technology integration.

Hence Indian Academy Degree College has been at the forefront in transforming education through technology integration.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

21-07-2022 03:01:11

**Student Support Through Scholarships and Freeships**

The institute has an objective of providing academic programmes in a supportive and stimulating environment, for the intellectual and ethical growth of a diverse student community, with an unwavering commitment to excellence in education, sensitivity to students and to the spirit of community. Keeping true to this mission, IADC-A focuses on the welfare of its students. The term, sensitivity towards students and spirit of community are echoed during the operations of the institution.

While contributions towards every stakeholder viz. students, faculty, staff community and nature are well taken care of during the operations of the institution, student support through Scholarships and Freeships has been the primary focus of the institution.

**Student Support through Scholarships and Freeships**

**The Context:**

IADC-A has its campus in North Bangalore which is connected well with districts like Kolar, and Chikkaballapur.

Majorly of the students who come to take admissions are from the surrounding areas and from the nearby districts of Kolar and Chikballapur. There are are first generation students into education. The per capita income of these districts is ?1,42114 and ?1,32,117 respectively. Out of the 444943 households in the neighbouring districts 51566 students take admission into UG courses every year. The percentage of students under the reserved category is also between 50% to 55% every year. A large segment of prospective students come from families subsisting on daily wages of single parent earnings. In this context, IADC-A, supported by the parent Trust, Indian Academy Education Trust in lines with the objects of the Trust has instituted Scholarships and Freeships to its students.

**Scholarships and Freeships**

The student community is provided scholarships and freeships based on their merit and the economic strata. Three categories of scholarships are provided. Merit Scholarships, Merit cum Means Scholarships and Girl Child Scholarships. Apart from this, students are also given scholarships during admissions.

**Merit Scholarships**

Merit scholarships are instituted in the names of those who have contributed towards the scholarships.. The selection process is purely based on merit. For a first year student the student who has scored the highest marks in the XII standard in the particular stream is selected for the award. During the second year, the first year topper in the particular stream is selected for the award. During the third year the second year topper in the particular stream is selected for the award. 15 Merit scholarships are instituted every year for an amount of ?10,000 each. 75 students have benefitted from the merit scholarships over the last 5 years. A total of ?7,50,000 is disbursed to the students.

**Merit cum Means Scholarships**

The Merit cum Means Scholarships are instituted by Indian Academy Education Trust. This scholarship is targeted at students belonging to SC/ST/ BPL groups pursuing Degree Courses at IADC-A.

The scholarship takes into consideration lowest parental income among the batch of students in a particular stream along with the academic performance in the preceding year. 15 Merit cum means scholarships are awarded every year for an amount of ?10,000 each. 75 Merit cum Means scholarships are instituted over the last 5 years . A total of Rs.7,50,000 is disbursed to the students.

**Girl Child Scholarships:**

This scholarship is awarded to girl who is the only girl child in the family and the family is having an income below the poverty line and has performed well in academics. If this condition is not there, a girl is selected based on the family income and academics. Single parent who is a mother and has an income below the poverty line is given preference. 55 Girl Child Scholarships have been provided over the last five years for an amount of ?10,000 per scholarship. A total of ?5,50,000 is disbursed to the students.

Also there are other Scholarships which have been awarded over the last five years like Best Outgoing Student Scholarship, Scholarship for Academic Excellence, Scholarship for best Captaincy, Best Sportsperson Scholarship and Best Volunteer Scholarship.

Apart from these scholarships, Freeships are given during the beginning of the year for students who are below the poverty line and who are not able to afford their fee.During the last 5 years 2351 students have been benefitted by scholarships accounting to 18.24% and 2081 students have benefitted from freeships amounting to ?1,14,67,470 (Rupees One crore fourteen lakhs sixty seven thousand four hundred seventy only)

**Annual Scholarships**

| Sl. No. | Head of Scholarship | No. of Students Supported | Amount |
|---------|---------------------|---------------------------|--------|
| 1. | Merit | 75 | 750000 |
| 2. | Means | 75 | 750000 |
| 3. | Girl Child | 55 | 550000 |
| Total | | | 2050000 |

**Yearly Scholarship and Freeship Data**

| Sl. No. | Year | Scholarships ` | Freeships ` |
|---|---|---|---|
| 1. | 2020-21 | 450000 | 3817450 |
| 2 | 2019-20 | 450000 | 2255930 |
| 3 | 2018-19 | 403000 | 896900 |
| 4 | 2017-18 | 465000 | 2647990 |
| 5 | 2016-17 | 364000 | 1849200 |
| | Total | 2132000 | 1,14,67,470 |

**Conclusion and Future Plans**

As student support through Scholarships and Freeships has been recognized by the community, the strategic think tank of IADC-A has decided to expand the heads of scholarships for the year 2021-22

For the year 2021-22 many other scholarships categories have been identified

| Indian Academy Scholarship Test | | |
|---|---|---|
| Code | Score | Fee Waiver (on tuition fee only) |
| IA/ST/01 | Rank 1 - Rank 50 | 25% |
| IA/ST/02 | Rank 51 - Rank 100 | 20% |
| IA/ST/03 | Rank 101 - Rank 250 | 15% |
| IA/ST/04 | Rank 251 - Rank 500 | 10% |
| IA/ST/05 | Rank 501 - Rank 1000 | 5% |

| IA to IA & Merit Scholarship | | | | |
|---|---|---|---|---|
| Code | Percentage | IA to IA | Academic-Merit | Combined |
| IA/MS/01 | 60-70 | 5% | 10% | 15% |
| IA/MS/02 | 71-80 | 5% | 20% | 25% |
| IA/MS/03 | 81-90 | 5% | 25% | 30% |
| IA/MS/04 | 91-100 | 5% | 50% | 55% |

| Sports Scholarship | | |
|---|---|---|
| Code | Category | Scholarship |
| IA/SS/01 | Sports Participants - (State Level and Higher) | 10% |
| IA/SS/02 | District Level Champion | 15% |
| IA/SS/03 | State Level Champion | 20% |
| IA/SS/04 | National Level Champion | 25% |
| IA/SS/05 | International Level Champion | 30% |

| NCC Scholarship | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/NCC/01 | NCC 'A' & 'B' Certificate | 10% |
| IA/NCC/02 | NCC 'C' Certificate | 15% |
| IA/NCC/03 | TSC/RDC/YEP | 20% |

| Defence/Paramilitary and Police Scholarship | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/DEF/01 | Martyr/Disabled in Action | 25% |
| IA/DEF/02 | Awarded for Gallantry | 20% |
| IA/DEF/03 | Widows | 15% |
| IA/DEF/04 | Working/Retired | 10% |

| Siblings Scholarships | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/ST/01 | Siblings | 15% |
| IA/ST/02 | Twins (For all the admitted students)* | 10% |

| Caste Based Scholarship | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/CBS/01 | OBC | 2% |
| IA/CBS/02 | SC/ST | 5% |

| Others | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/DIS/01 | Scholarship for person with Physical Disability | 20% |
| IA/DIS/02 | Single Parent (Mother) | 10% |

| IA Employee's Child Referal | | |
|---|---|---|
| **Code** | **Category** | **Scholarship** |
| IA/EMP/01 | 1st Child | 50% |
| IA/EMP/02 | 2nd Child | 20% |
| IA/EREF/01 | Referal | 10% |

| File Description | Document |
|---|---|
| Any other relevant information | View Document |
| Appropriate web in the Institutional website | View Document |

# 5. CONCLUSION

## Additional Information :

**Post Accreditation initiatives as per the Peer team report**

The institution has espoused the following initiatives for quality enhancement as per the recommendations given by the Peer Team during the NAAC 2nd cycle reaccreditation:

- Recruited senior, qualified and committed faculty in most of the departments
- Introduced new programmes as a part of curriculum refurbishment to develop globally competent graduates for meeting the ever-increasing demands of the job market and knowledge-driven economy of the country.
- Boosted research culture with an upsurge in the number of publications in national and international journals of repute. Enhancement in the number of faculty receiving seed grants for research projects
- Augmentation in Value Added Courses
- Accorded with Autonomous status in 2016
- Recognized by DBT under STAR college scheme, received Early Career Research Grant from DST-SERB
- Chosen as Mentor Institution under UGC PARAMARSH Mentor-Mentee scheme
- Establishment of IIC and IPR cell.
- Students feedback are effectively utilized for improving teaching-learning methods. The college has implemented a comprehensive set of reforms that has brought in a paradigm shift in teaching-learning process from the traditional method to digital platform.

## Concluding Remarks :

**Concluding Remarks**

The College in its more than two decades of existence has carved a niche for itself in the Higher Education echelons of the country. True to its vision, mission and core values, the college has been in the vanguard in empowering the young minds. The college has successfully contended the challenges of the pandemic with its adept & dexterous planning and prudent implementation of conducting online classes using multiple platforms such as Google Classroom. A full-fledged E-Governance system has made the administration and academic practices smoother. Institution's Innovation Council has been set up to encourage innovation and entrepreneurial spirit among students to foster start-ups. Acclaimed for its relentless service to the society, the college provides admission to students from diverse societal strata and prioritizes their holistic development. The OBE compliant curriculum offered by the college is in tune with the national developmental goals. The college strives forward with meticulous execution of the plans and ideas envisaging the possibilities of research-based faculty exchange programmes with national and international universities. The College aspires to achieve the status of "College with Potential for Excellence" by the end of 2025.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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)**<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**<br><br>Answer before DVV Verification:<br><br>table1<br><br>Answer After DVV Verification :<br><br>table2<br><br>Remark : Observation accepted. Filled seats not to exceed earmarked one. Any excess admission in the categories to be considered as General Merit |
| 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)**<br><br>2.4.2.1. **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>table3<br><br>Answer After DVV Verification :<br><br>table4<br><br>Remark : Observation accepted by excluding the Honors Causa for Srinidhi K. Parathasarathy It is not an earned Degree by submission of thesis. |
| 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)**<br><br>2.4.3.1. **Total experience of full-time teachers**<br>Answer before DVV Verification :  641 |

table1:
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 541 | 750 | 714 | 602 | 734 |

table2:
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 451 | 565 | 525 | 545 | 536 |

table3:
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 50 | 33 | 37 | 31 | 28 |

table4:
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 50 | 33 | 36 | 31 | 28 |

|  |  |
|---|---|
|  | Answer after DVV Verification: 624 |
| 3.1.3 | **Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**<br><br>3.1.3.1. **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**<br>Answer before DVV Verification: |

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

Answer After DVV Verification :

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

Remark : Observation accepted by excluding Certificate of appreciation, Certificate of Recognition.

| 3.5.1 | **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**<br><br>3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**<br>Answer before DVV Verification: |
|---|---|

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 15 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 15.00 | 0 | 0 | 0 |

| 3.6.2 | **Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**<br><br>3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**<br>Answer before DVV Verification: |
|---|---|

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 8 | 6 | 6 | 3 | 3 |

Answer After DVV Verification :

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

Remark : Observation accepted by Letter of appreciation/local Awards/Letter of awards are not to be considered. As on Extension activities award. HEI has not provided any necessary E-copies.

| 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)** |
|-------|------|

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)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 466141 | 155779 | 288207 | 316444 | 491938 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4.66141 | 1.55779 | 2.88207 | 3.16444 | 4.91938 |

| 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.)** |
|-------|------|

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**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 7 | 4 | 1 | 1 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 7 | 4 | 0 | 1 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20 | 8 | 4 | 1 | 1 |

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Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20      | 8       | 4       | 0       | 1       |

Remark : Observation accepted by excluding Diploma awarded to Akhil in Dec 2017.

| 6.4.2 | **Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)** |
|-------|----|

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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 2.68    | 0.2     | 0.02    | 1.1     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30.00   | 2.68    | 0.2     | 0.02    | 1.1     |

## 2.Extended Profile Deviations

| ID  | Extended Questions |
|-----|--------------------|
| 1.2 | **Number of departments offering academic programmes** <br> Answer before DVV Verification :  18 <br> Answer after DVV Verification : 16 |