



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SILICON CITY COLLEGE

RAVINDRA LAYOUT, NEAR POLICE QUARTERS, K R PURAM

560036

www.siliconcitycollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Silicon City College was established in the year 2007 under the able patronage of M.J. Education Trust. The Trustee members are true professionals from Academic, Medical and Engineering Background. The educational institution is affiliated to Bengaluru North University. Since the year 2007, it has been growing from strength to strength; the institution scripted a success story by embarking on a journey by offering programs in various disciplines at the undergraduate level. Paralleled with growth in UG programs, the college enhanced its educational pursuit by launching a post graduate program in Commerce after the first cycle of accreditation. The brand 'Silicon' benchmarks today by imparting education that is complete and egalitarian—innovative teaching and learning techniques, events and activities, community service being few of the strengths that enable the institution to grow substantially.

Functioning in Bangalore city, the institution has 344 students currently studying in various programs across B.Com, BBA and BCA and M.Com. The college functions under the aegis of Bangalore University promoting an educational system with true values. It has several support systems in place—the committees and cells that promote education blended with the global demands. Its strong network enhances stakeholder relationship by liaising with industry, academics and research institutes. With the existing credibility, and sustained efforts for quality improvement, the institution strives hard to seek assessment and accreditation through NAAC.

Vision

"To Reach, Educate, Inspire, Grow and Nurture today's Generation."

Mission

To provide a joyful learning environment that empowers students to reach their educational and personal potential while nurturing their self-confidence and self-esteem.

We relentlessly work:

- To cater to the academic needs and also instill values, morals and a code of conduct that enable the students to gain an appealing and robust personality.
- To execute the curriculum that imparts knowledge to have an edge in the domain discipline, while providing an ambit for practical exposure.
- To facilitate learning beyond the classroom while instituting various cells, clubs and committees and embark on activities that build the institution with its core values.
- To bridge the gap between academia and industry and also foster preparedness for innovation and creativity.

- To build a strong network through its student active participation and alumni network by leveraging the growth of the institution through their participation fostering cross-sectional and bottom top approach of governance.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution has locational advantage as it is located in Bangalore City towards its northern side, located nearby the vicinity of software and other companies.
- Student-centric teaching methods employed with a view to inculcate experiential, collaborative and inclusive learning in a very practical environment.
- An all-round development of the student with a well-defined approach while imparting values and facilitating skills.
- The effective Continuous Evaluation System, adopted by the College, enables an evaluation system that is robust and transparent.
- Adequate infrastructural amenities like ICT classes, CCTV surveillance, laboratories and library are made available on the campus.
- Staff members are vigorously encouraged to take part in / organize faculty development programs, workshops and conferences hosted to pursue knowledge exchange.
- A strong stake holder institution, under private management, comprising eminent personalities taking active part in the Management of the Institution.
- Good Infrastructure with good support for extra curricular and co-curricular activities.

Institutional Weakness

- Academic Curriculum is within the frame work of Bengaluru North University .
- Lack of flexibility in introducing job/entrepreneurial development degree programs.
- Overwhelming demand for Commerce courses incapacitates the institution to admit all eligible students.

Institutional Opportunity

- To secure grading through NAAC accreditation through continuously striving for sustaining and enhancing quality at all levels.
- To introduce wider range of inter- disciplinary courses.
- To gain UGC recognition. To initiate UGC funding for the FDPs, workshops and conferences.

- To promote more number of teachers towards Doctoral programs.
- To strive for greater mobilization of students in socially relevant programs such as blood donation camps, social awareness campaigning in the future.
- To enter into many MoUs to augment industry academia relationship.
- Inculcating innovative temper through attempting on start-up activities with the help of incubation centre in the college.
- Scope to attract the students from outside the state and outside the country also.
- Proposing to have MoUs with Multi-National Companies to bridge the gap between the Industry and the Academia.

Institutional Challenge

- Admissions of students from rural places surrounding Bangalore. Handling students coming from vernacular backgrounds.
- Achieving results that commensurate with program and course outcomes.
- To become an autonomous institution.
- To compete with the plethora of institutions within the vicinity of this college.
- Yet striving to become one of the top Institutions imparting PG & UG courses in the State.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College affiliated to Bangalore North University follows the curriculum prescribed by the university. The undergraduate programs pertain to various disciplines, such as Commerce, Management and Computer Science providing 3 programmes in Undergraduate level and 1 program at the Post Graduate level in Commerce. The college follows the University's **Choice-Based Credit System (CBCS)**.

The courses, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. The curriculum has always incorporated cross-cutting issues of human values, gender, environment and sustainability in the core courses and stand-alone papers have also been created around these issues in the various UG and PG programmes.

Through meticulous involvement of Curriculum Designers, the Governing Body, the IQAC, Subject Experts, an implementation strategy of the prescribed curriculum is prepared to make teaching and learning a wholesome process. The college prepares the Academic Calendar, with various activities, to synchronize with the university's academic calendar. Under Formative Assessment process, various Unit Tests, Internal Exams, Parent Teacher Meetings, Internal Exams are also important and relevant to the curriculum. Continuous review meetings are held department-wise, once in the beginning of each semester/year on the curricular aspects and implementation strategies to invite improvisation and effective program outcome and subsequently during the

semester period as well . In concurrence with the skill enhancement courses prescribed by the university, courses such as Human values, Environmental Science, and Gender Sensitization have been taken up in due course of time during the semester period.

Teaching-learning and Evaluation

The Institution admits the students into various Undergraduate / Postgraduate programs. The institution follows the statutes of Bengaluru North University for its academic syllabi and the orders of the Government of Karnataka for Reservation Policy for the socially and economically backward sections and for the students from other states and foreign countries to provide education across all sections of society.

Students are familiarized with the program outcomes, mode of internal assessment as well as college facilities during the Orientation Program of the college. Teachers plan strategies to reduce the gap in knowledge and skills. Students are encouraged to think critically and be innovative and creative in tackling assignments, projects and other tasks assigned to them. A repertoire of instructional methods and active learning approaches are used to foster constructive participation. Extension activities, internships, and training ensure experiential learning for students. Library at the college is well equipped with books, journals and e-resources.

The college facilitates effective learning by providing special learning assignments and bridge programs to cater to the learning needs of the mediocre and advanced learners. The institution entertains an induction program for newly joining students to introduce the culture of the college and the teaching faculty and various supportive systems. Innovative and student-centric teaching approaches are being taken up to enable students to involve in experiential learning, various case studies, Internships and hone the required skill sets to bag industry experience. The institution has an effective mechanism for redressal of grievances.

Research, Innovations and Extension

Silicon City College has recognized need to encourage the research fervor among the faculty members and the students as well. At the college, to imbibe and infuse proper and relevant scientific temper and promote learning leverage with inquisitiveness among the staff and the students, the college has created an ecosystem for research for creation and transfer of knowledge. Experiential and experimental learning of all faculty and students are empowered to take up projects and research activities for future career prospects. The Research cell provided needful leads to the faculty members and the students about various research activities and paper presentation programs taking place across the globe from time to time. It also emphasizes the stakeholders to be actively involve themselves to attend the conferences, seminars and workshops at least twice a year so that they can avail an opportunity to refresh themselves on different knowledge oriented systems regularly.

The Research Cell will also promote the participants to participate in various conferences, seminars and faculty development programs In addition to promoting the tendency of attending and participating in research paper presentation programs, the Research Cell also encourages the faculty members to publish their research papers in the recognized journals from time to time. The Institution facilitates for these activities. Through the Research Cell, the activities related to promoting research are being monitored to acknowledge the progress and address all the aspects of research. The College provides support through library and subscription in INFLIBNET, etc. the research is promoted.

Infrastructure and Learning Resources

The Institution has a clear vision as to how to accomplish its mission and hence has developed an effective strategic perspective plan in place to provide/ enhance the infrastructure that facilitates effective teaching and learning process. This plan ensures optimum utilization of infrastructural facilities so that the stakeholders concerned can obtain the maximum benefit. For an effective curricular, co-curricular and extra-curricular activities outcome, the institution takes up from time to time.

The following are some of the Infrastructure and Learning Resources available :

15 ICT enabled classrooms with high internet speed 15 class rooms with LCD projectors.

Principal's room equipped with LAN facility, CCTV.

One auditorium to accommodate 300 people.

3 number of staff rooms, one for each department.

The library houses 5324 number of books for UG and PG programs, of which 200 Reference Books included, subscription for 8 journals and 10 periodicals, and access to 80,409 e-resources, 120 CD/DVDs.

2 laboratories - one is Business Lab and another Computer Lab for both UG and PG programs.

A well-equipped computer lab with 45 systems with LAN connectivity is available.

To ensure safety and strict surveillance there are sufficient CCTV cameras are installed to monitor the surveillance.

A 3.5 Acre sprawling ground is available to the institution in the amidst of Bangalore City, which caters to the playing needs of the students on one hand and keeps the atmosphere in a pollution-free conditions.

Student Support and Progression

The institution is continuously processing the students pertaining to socially backward and statutorily covered communities like SC and ST classes, for state government's scholarships. The college is committed to excellence in all spheres, therefore, every student who joins the college is extended academic, psychological, professional and financial assistance to make their stay in the college an enriching experience. The college provides a meaningful partnership between students and teachers. This is seen in the planning of all academic, co-curricular and extra-curricular activities. Students with financial constraints are offered support with scholarships. The college also provides freeships to the deserving students.

The faculty members will provide proper guidance and assistance for better performance of the students from

time to time. The continuous monitoring of the assistance to students includes the effective redressal of grievances of the students through the Students Grievance Reddressal Cell and other statutory cells/committees like Anti-Ragging Cell and Anti-Sexual Harassment Cell etc to enable the students to promote self-reliance and self conduct of the students in the society.

The Institution provides proper guidance on the performance in the placement activities. Placement co-ordinator and students will take part in the placement activities. Trainers are arranged to take sessions on aptitude and soft skills to effectively perform in the placement interviews. The college has a registered alumni association and the alumni work closely with the students and the departments specifically and the college at large providing guidance and mentorship as well financial assistance.

Governance, Leadership and Management

Silicon City College deploys the transparent governance through entrusting proper responsibilities to various cells. The college believes that decentralization has a potential to improve quality of education and also monitor the learning outcomes. Keeping in view the educational and societal demands, and also suggestions from the Internal Quality Enhancement Cell, the college aims at bringing about qualitative changes and qualitative results to enhance the performance of the students on all platforms. There are other cells/committees to effectively bring about qualitative approach among the students on different social changes. They include, Women Empowerment Cell, Community Development Cell, Gender Sensitization Cell etc. The institution also has a very practical and a well-structured appraisal system on performance with a clear intention to impart improvement on all concerned administrative and academic areas in the institution.

The recruitment procedure, adapted by the Institution to fill the vacant posts of Faculty and non-teaching staff is very transparent. Through an open advertisement, the candidates will be called to appear before the panel for a demo-cum-interview session. Based upon the merits of performance, the candidates will be shortlisted. Appointment Orders are issued and the shortlisted candidates will join the institution.

The college promotes gender equity and sensitivity through various gender equity promotion programmes. Several activities are conducted for the promotion of national values and communal harmony. Environmental consciousness has been an integrated component of the college activities. The college adopts the policy of Reduce, Recycle and Re-use, and natural landscape on the campus with of flora and fauna.

Institutional Values and Best Practices

At Silicon City College, the ethos of the institution is to uphold the values and respect on the campus. Top priority is ensured for the students' security and gender safety to ensure a trouble-free educational atmosphere. Different activities are entertained to bring about awareness on gender sensitivity, anti-sexual Harassment and anti-drug movement etc to foster the sense of respect and honour.

To inculcate best practices among the students, the college initiates many social programs like Swachh Bharat, Blood Donation with the patronage of Red Cross Society, Bangalore. Active Mentor-mentee initiatives to provide the counseling to monitor the performance of the students periodically.

The college promotes gender equity and sensitivity through various gender equity promotion programmes. Several activities are conducted for the promotion of national values and communal harmony. Inculcating the

environmental consciousness has been an integrated component of the college activities. Further, the college maintains transparency in its financial, academic, administrative and auxiliary functions.

Foreign Students were being imparted the best education for last three years. The students hailing from the other countries felt it comfortable for them to gel with the academic systems and administrative processes on the campus. The best quality education imparted by the institution has bagged the University Ranks to the students in the years of period, falling within the range of the NAAC cycle only.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SILICON CITY COLLEGE
Address	Ravindra Layout, Near Police Quarters, K R Puram
City	BENGALURU
State	Karnataka
Pin	560036
Website	www.siliconcitycollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gnanesh C	080-7411042259	8147093466	080-25618999	chairman@siliconcitycollege.ac.in
IQAC / CIQA coordinator	A N Guruprasad	080-7411072259	9880287003	-	siliconcityiqac@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	30-05-2007

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

State	University name	Document
Karnataka	Bengaluru North University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-09-2016	View Document
12B of UGC	19-12-2017	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ravindra Layout, Near Police Quarters, K R Puram	Urban	3.5	4160

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BCom, Commerce	36	PUC OR EQUIVALENT	English	200	49
UG	BBA, Management	36	PUC OR EQUIVALENT	English	120	10
UG	BCA, Computer Science	36	PUC OR EQUIVALENT	English	120	17
PG	MCom, Commerce	24	GRADUATION	English	40	23

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	1				1				23			
Recruited	0	1	0	1	1	0	0	1	9	13	0	22
Yet to Recruit	0				0				1			

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				10
Recruited	6	4	0	10
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	1	0	0	0	0	0	0	0	1
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	9	10	0	19

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		1	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	41	4	0	0	45
	Female	31	3	0	0	34
	Others	0	0	0	0	0
PG	Male	7	1	0	0	8
	Female	15	0	0	0	15
	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	14	6	14	22
	Female	11	10	11	17
	Others	0	0	0	0
ST	Male	1	2	3	2
	Female	1	2	2	1
	Others	0	0	0	0
OBC	Male	33	38	69	78
	Female	32	33	32	39
	Others	0	0	0	0
General	Male	5	9	23	17
	Female	3	6	5	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	106	159	181

Extended Profile

1 Program

1.1

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

Response: 188

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	04	04	04

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
344	417	544	548	549

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
240	240	240	240	240

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
105	124	228	151	164
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	24	26	26	26
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
27	27	27	27	27
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 16

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
61.69132	122.6036	167.7563	80.49746	128.0456

4.3**Number of computers****Response: 45**

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Silicon City College ensures effective curriculum delivery through a well-planned and documented process. The IQAC frames the guidelines and the College Academic Council (CAC) gives the time frame.

The Institute strongly believes to ensure that the stated objectives of the curriculum are appropriately achieved. Hence program educational objectives are prepared for every program which defines the objectives, the execution, identifying the outcomes and analyzing educational objectives with the outcomes. Being an affiliated college, the institute takes care that all the programs strictly follow the curriculum designed by the Bangalore University under Choice Based Credit System (CBCS) and institutes program educational objectives.

On receipt of revised curriculum at the commencement of each academic year, the academic committee at the college designs an annual academic plan, academic calendar etc. The academic calendar plans for curricular, co-curricular and extracurricular activities for the entire forthcoming academic year – month wise and date wise. The academic plans are regularly reviewed for tidy execution. Academic flexibility is followed as per the norms and requirements of the Bangalore University. However, the faculties and departments can choose their mode of teaching and learning methods for imparting knowledge. This procedure contributes for the institution to enrich the curriculum to cover areas which are over and above the curriculum.

Moral and ethical values, employable and life skills and orientation to the community are comprehensively covered through enrichment programs. Obtaining feedback from the stakeholders is considered by the college as an important segment and contributing factor for the continuous improvement of curricular and co-curricular activities.

The college meticulously develops action plans for effective implementation of the curriculum. At the outset, on receipt of communication from the BOS in respect of change of curriculum and/or calendar for academic events, the academic committee and IQAC members of the college conduct protracted meetings to develop various strategies for effective implementation of the curriculum. Faculties are encouraged beforehand to impart the curriculum through ICT and innovative teaching methods such as presentations, assignments, e-resources, discussions, workshops, seminars, industrial visits, computer education apart from regular/traditional teaching methods. Completion of curriculum is planned properly and completed within the stipulated time provided by the BU. The details of the process involved are: The Institution has formulated an exclusive committee under the name Academic committee with the Principal as the Chairperson and all the HoDs as members. One of the members in rotation shall be the coordinator. The function of the academic committee is:

- Allocation of curriculum to various faculties within the department. Academic Plan for

commencement of classes, conclusion of term, Dates for Assignments, Quiz, Internal Assessment, Final Preparatory session for the examination, etc., are prepared.

- The HODs shall implement the academic plan and shall report the compliance in the periodic academic review meetings.
- Feedback and analysis from various stakeholders, to obtain additional knowledge on curriculum for better implementation.
- The process ensures that the institution develops and deploys proper action and academic plans for effective implementation of the curriculum for each program.

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

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	03	3	1

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 7.98	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 15	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 04	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 83.4				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
224	416	482	465	432

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

1.3 Curriculum Enrichment

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

Response:

The Institution aims to impart knowledge necessary, for the overall development of the character of students thereby making them capable of being better employed and at par with the highly competitive job markets. To reach out to the goals and objectives, the institution has evolved additional inputs to face the current trends in competitive world through Curriculum Enrichment. Discussions among faculty members at departmental level throw light on the limitations in the syllabus. Curriculum Plan is prepared Department wise/teacher wise and deployment plans are also strategized through a series of meetings. Teachers also detail the tools, techniques and activities to be conducted for effective Curriculum Delivery. Academic calendar is prepared every session with the active involvement of the heads of various departments and the college IQAC. The Curriculum is prepared in tune with the Mission and vision of the College besides the competence that the institution intends to develop among the students. It also makes space for cross cutting issues like gender, environment, human values, ethics, good citizenry etc. The following activities are also developed to supplement the University curriculum to ensure that the academic programs integrate the goals and objectives of the institution;

Gender sensitivity:

The institution has introduced a Certificate program on Gender Sensitivity and induction program at the beginning of the academic year for the entire batch of enrolled student's and creates sufficient awareness on gender sensitivity.

Women Empowerment Cell (Sahonnathi) provides a right platform for female community in encouraging them to attend national and international level paper presentation. Our college IQAC in association with Women Empowerment cell and Equal Opportunity Cell has conducted workshops and national conference on "Shakespeare's Portrayal on Women" where both men and women participated and presented papers.

Equal Opportunity Cell also conducts various programs with a view to create equal space for women entrepreneurs. These Cells also work to create sensitivity among boys and male staff to create equal space for women to compete and flourish. The recruitment policy of the institution focuses on providing preference for women candidates in employment. Girl students are also encouraged to participate in sports and cultural activities through persistent efforts

Environment and Sustainability

The Institution has constituted EcoClub: which conducts regular programs for environmental education,

protection of greenery, safeguarding water, rain water harvesting, effective handling of Climate change etc. Various activities like street plays on -“save water”, distribution of sapling in the local vicinity, tree mapping in which students take the responsibility of nurturing them, seminars, and activities related to environment protection are organized. Foundation Courses in Environment and Public Health,

Human Values and Professional Ethics:

The institution educates students on human values and professional ethics through course like Indian Constitution and Human Rights (ICHR), Business Ethics etc.: The institute has formulated certain activities pertaining to human values by celebrating Swami Vivekananda’s birthday where our students give speech on noble thoughts and values of Swami Vivekananda with student communities, and they take an oath of defending the human values.

File Description	Document
Any Additional Information	View Document

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

Response: 5

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

Response: 05

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 9.01

1.3.3.1 Number of students undertaking field projects or internships

Response: 31

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

Response: A. Any 4 of the above

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

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

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	06	29	28	32

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
100	106	159	181	222

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

2018-19	2017-18	2016-17	2015-16	2014-15
480	480	480	480	480

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

applicable reservation policy during the last five years**Response:** 47.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
87	83	110	129	160

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Silicon City College strongly believes in mapping the learning abilities of the students so as to customize the teaching strategies and individually help the students to improve their learning. The learning levels of students are mapped based on assessment which happens through the pre-admission counseling and post-admission categorization based on their qualifying examination performance. The students' performance at the PU/Intermediate/10+2 levels is taken as a benchmark to assess the student's learning ability and strategize effective teaching-learning.

Students are categorized into Advanced Learners and Slow Learners and the lists are put up for further interventions to the Heads of the Departments. As per the mandate of the IQAC, the Departments prepare the curriculum for the Bridge Course and the same is deployed in the first week of class commencement. After the Orientation Program, Bridge Course is launched and soon after, the regular course work commences. During the first internal tests and day to day evaluation through student centric strategies, students' learning abilities are identified. The institution has the practice of adopting separate strategies for slow learners and advanced learners.

Strategies for Advanced Learners:

- Nomination as class representatives
- Appointing student members in various academic committees
- Appointing as coordinators for college functions, workshops, seminars, conferences, symposiums etc.,
- Role as Master of Ceremony during functions

- Provide guidance for them to prepare and present papers, posters at seminars
- Provide them special counseling for their overall development.
- Encourage such students to have interaction and conduct class room session for their juniors.
- Encourage them to come up with some innovative and creative ideas for overall institutional development
- Opportunity to participate in events like Quiz, essay writing and lecture completion etc.
- Role in the editing work of the College magazine and Newsletter.

Strategies for Slow Learners:

- The morale of the slow learners is boosted by counseling sessions
- Remedial Classes are conducted Tutorial hours
- Peer Learning sessions, Question paper solving sessions
- Maintenance of the College Wall Magazine Providing extra supplementary study material etc.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.76

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The college offers plenty of support services to develop various skills to ultimately ensure that the learning process at the Institution is student centric.

The Institution has planned and established a good learning environment and has built a good culture among faculty and students. The students can approach faculty at ease. The Institute identifies the requirements which needs overall improvement and also plans for Bridge course, orientation program, Faculty development program, Quality Improvement Program(QIP) etc.,

The students learn differently such as interactive learning, collaborative learning and dependent learning.

The Institution believes in exploiting and exploring the ICT concepts with internet facilities. The Institution has well stocked library, which has books and journals and also has subscribed for quality and professional journals. It also has a digital section with worthy collections on academics and innovative teaching practices.

The students as part of co-curricular activities participate in seminars, workshops, group discussions, debates, case studies, etc., this facilitates the students develop soft skills and enrich their knowledge.

The institution also calls for industrial experts, conducts III- Industry-Institution-Interaction, Industrial visits, corporate seminars etc, for all the overall development of the students.

Below mentioned are few activities pertaining to -

Experiential Learning like Industrial Visit, Internship, Field trip, Role play, Street play, Skit etc.,

Participative Learning like Paper presentation, attending Conference, Workshop, Quiz, Debate, Group discussion, Brain storming etc.,

Problem Solving Methods like Case Study, Brain storming, Research, Team work.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 25

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

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

Response: 172:9

2.3.3.1 Number of mentors

Response: 18

File Description

Document

Any additional information

[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

Creativity is the mother of all Innovations, in today's generation it is very important for overall development of the students. In Silicon City College we give utmost importance for innovative teaching methods through ED Cell and Business lab where students and teachers make optimum use of technology, ideas, and innovations especially through ICT facility. The Institutions main intention is to make students have a joyful learning environment and bringing out the creativity among the students by conducting various activities like role plays, street plays, taking them to museum visits, which helps them in virtual experiential learning.

SCC has heritage club in existence through which our students are been taken to various archeological heritage sites which will take them to the tour of ancient times.

SCC conducts various events in classrooms like case study, group discussions and also the students are been sent to various fests, seminars, conferences where they exhibit their talents and creativity through paper presentations, poster presentations, etc.

The Institutions main motto is to bridge the gap between theory and practicality because this is the need of the day, hence our students are been taken to various local and other state industrial visits, entrepreneurial development agency visits and programs so that the students gets to know what is happening around them and make them think creatively and out of the box.

In order to get exposed to business ideas, tactics and various other mechanisms the students have taken up few live projects and assignments which really make them get clarity about the subject in depth. We do have business & commerce lab, computer science lab where the students can make and develop various business models and also they are been taken to external incubation centre and also the institution has taken up the initiative to start one. We encourage SCC students to use E-resources and E-learning because it is the crux of the day. SCC students are been given responsibility to conduct inter-collegiate fests and exhibition and have won many prizes in various creative events conducted by other Institutions. We also make them use various social medias, share new ideas, bring out creativity etc.

File Description	Document
Any 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: 96	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
Response: 10.32											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>03</td> <td>03</td> <td>02</td> <td>01</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	04	03	03	02	01
2018-19	2017-18	2016-17	2015-16	2014-15							
04	03	03	02	01							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document										
Any additional information	View Document										

2.4.3 Teaching experience per full time teacher in number of years	
Response: 8.96	
2.4.3.1 Total experience of full-time teachers	
Response: 215.1	
File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 7.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	02	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 27.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
08	08	07	06	05

File Description**Document**

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

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Formative Assessment:-Circulars are displayed on the Notice Board to which will be informed to the students for any activity which has to be conducted in the premises. Students' are guided with the

necessity and the importance of the Name of the Program.

The Implementing Strategies:

1. Conducting Presentation Classes: - Concerned topics are been assigned by the subject teachers, which will be assigned to the group of students whereby. This enriches the students on their vocabulary and communication skills. Doubts are been clarified by the team in charge in the respective classes.
2. Oral Q&A:- Concerned subject faculties are asked to the respective class students in order to evaluate their understandability of the subjects. Those students who are unable to answer they are been asked to prepare well during the same hour.
3. Conducting Paper Presentation Programs at College and Other Institutions: - Students are encouraged to participate and present their paper at the college and in the other institutions to present their skills through paper presentations.
4. Conducting Internal tests, Pre Finals: - The institution conducts every Semester One Internal and Pre-finals to the students to evaluate the students' performance individually which will be prepared by the the concerned Class Teachers and submitted to the Concerned HODS' and which will be submitted to the Head of the Institution.
5. Participation in social Activities: - Students are actively participated in the social activities which includes Extension activities and Community engagement activities where the students can understand the Social Responsibilities towards the Society.

Peer Teaching: - Groups leaders are given the responsibility to conduct a group study in the respective classes after the regular classes. Remedial classes to the Juniors with the concerned subject faculty, the slow learners can understand the the Advance learners experience especially for the Practical subjects. Slow learners can understand and prepare well for the above mentioned subjects to evaluate themselves and present the answer in the University Examination

Result Analysis and Review Meetings: At departmental level, the respective subject teachers will correct and allot the marks. The Principal conducts review meetings with all departments HODs to give further guidelines for the further improvement of the students. The HODs and the Principal monitor progress of students. Internal exams and its results will be analyzed by the Mentors concerned periodically and the students will be provided proper inputs about the progress made by the respective Mentors.

Progress Report and Mentor-Mentees meeting: The progress reports will be sent to the parents of all students and the same will be displayed over the Notice Board. The mentors will be on the continuous Assessment monitoring system throughout the semester, guiding the students from now and then and provide proper direction to students as to how they have to perform in the End Semester Exams, conducted by the University.

View Document

File Description	Document
Link for Additional Information	View Document

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

Response:

Institution has an effective system of Internal Assessment to evaluate the performance through Class test, Unit Test, Internals and Pre-Finals, Open Book Test, Oral Test. During Academic Year, the College Academic and IQAC frames the guidelines to plan for the Internals and Pre-finals to conduct for the Odd Sem and Even Sem of the Programs.

Examination Committee discusses with the CAC and IQAC. Examination committee conducts a meeting in the principal chamber with the faculties for conducting Internal Test and pre-Finals for every semester. Two meetings will be conducted in each semester

The following are some of the functioning of the Examination Committee:

1. The examination committee prepares Minutes of meeting and the points will be discussed with the HODS' of the concerned Departments. Final decision will be taken on the principal's instructions to the Examination Committee.
2. Instructions are been framed and guided to the Students by Invigilators and students are been instructed by the room Invigilators
3. After the Test / Pre-Finals students will return the Blue Books to the Room Invigilators, will be given to the Examination Committee.
4. The examination committee will record the number of books which is returned by the Room Invigilator
5. During the day, the committee will hand over the concerned subject Blue Books to the respective faculties. And obtain the signatures of the Faculty in the concerned Register
6. In a span of TEN Days the said Blue Books be evaluated and distributed to students.
7. A report will be prepared by the concerned Class Teachers and a copy will be submitted to the Examination Committee, head of the Institution. For the Oral test, Grading will be considered.
8. In order to make the assessment more transparent the internal marks and attendance percentage will be displayed on the notice board and final student approval will be taken in to consideration to make the system more transparent and robust.

In addition to tests the institution has made it compulsory for students to attend seminar, workshops and Conferences at various colleges, Various academic programs like Quizzes, Question answer sessions on subject oriented, essay writing and current affairs competitions are organized in which students are assessed. Further Collaborative group work, field work, excursion reports and student presentations have been made an essential part of most courses. This is followed by remedial and revision session, parent teacher meeting and if required counselling will be arranged by the college counselling committee.

Internal assessment :

As per the University norms, 30 marks are allotted for Internal Assessment. The faculties will apportion the marks under internal assessment among the above mentioned learning process as part of evaluating the subject understanding levels in the students. The university written examination will be for 70 marks and the Internal Assessment fills 30 Marks to complete the overall assessment to 100 Marks.

Apart from this, Concerned Class teachers/ Mentors will prepare I.A. which will be uploaded in the

university website.

File Description	Document
Link for Additional Information	View Document

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

Response:

Institutional level:

The institution has an effective team to resolve the problems or issues faced by the students “Examination Grievance Committee “which is a part of “Grievance Redressal Committee”. A letter will be written by the student signed by their parents along with the contact number. It will be issued to the Redressal Committee by the principal to resolve the problems faced by the students. Action will be taken for resolving of the issues faced by the students.

Formative Evaluation Related grievances:-

The college has an effective system to address the grievances of the students for the internal assessment marks given by the individual subject faculties of the concerned programs of B.COM, BBA, and BCA& M.COM. The mechanism is transparent, time bound and efficient. The students are free to approach the concerned subject faculties once the internal assessment marks are been released and can get them clarified for the lower marks. Students write their internal exam in College BlueBooks. They are evaluated after every test and as well as pre-finals and are returned to the students for verification. After the Evaluation process, the subject faculties issue the evaluated students Blue Books. If the students have any issue regarding to the lowered marks given by the concerned subject faculty. This problem will be solved by the concerned HOD’S and then to the Principal wherein the final decision will be made.

Summative Evaluation Related grievances:-

Institution has appointed a Liaison Officer who interacts with the university.

He maintains a register to enter the University marks of the students. It is entered by viewing the Result Sheets which is downloaded from the university website.

Student approaches the principal to issue a letter for seeking the redressal on a particular grievance and requests to take necessary action on the issue.

Same procedure is followed for the redressal of their grievances on evaluation of different papers in the following manner:-

1. The student can take photocopy of the Theory paper by the external valuer, if the student is found defective, the students are eligible under the university rules for reevaluation.

2. The student can take a request written by him/ her for the purpose of re totaling of the marks within the stipulated time, after the publication of the university results along with the fees.
3. If any corrections are needed in the final marks card statement, the student in a written requisition which shall represent to address the same by the University.
4. The Liaison Officer shall carry the letters from institution level to the notice of the university authorities.
5. The Registrar or the Controller of the Examinations makes the final decision with the regards to exam related grievances at the university level.
6. The report will be collected by the liaison officer for the issues which is being resolved by the university.

The college communicates the decision of the University to the student, after receiving the information from the University authorities.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation(CIE) to the Academic Calendar for the Degree courses. Academic Calendar is prepared to know about the planned activities which are concerned to Curricular Activities, Co-Curricular Activities and Extracurricular Activities.

Academic Calendar is prepared before the commencement of Academic Year for U.G. Which commences from June /July of the concerned year.

Academic Calendar is formulated by the College Academic Committee (CAC) which co-ordinates with the IQAC at institutional level and the activities, which are planned for execution for the academic year, semester wise are reflected in the Academic Calendar for all the Degree courses. The Academic Calendar will be as per the Bangalore University schedule.

The Academic Calendar comprises curricular activities, Department wise, prepared by Concerned HODS' Co-Curricular Activities and Extra Curricular Activities prepared in consultations with the College Academic Committee (CAC) and IQAC. After its approval, it shall be implemented.

Faculties prepare Lesson Plan for their concerned subjects which is included in their work diary.

Practical class/ Lab taken by the BCA faculties will be mentioned against individual concerned subjects.

Faculties use ICT facility, to make the students to understand about their concerned subject concept. Other teaching methods also been followed through Peer Teaching, Group Discussions, debate, Oral Test etc.

Internal Tests are conducted during each semester of an academic year. Brainstorming sessions are been conducted to the students to know their ideas for the purpose of conducting other innovative activities which are been conducted in the Institution.

Conference, workshops, Faculty Development Programs are conducted to enrich the faculties to tackle the students in the respective classes. Industrial visits are been conducted to the Finals Semesters of all the Degree courses and M.com to educate them industrial skills involved in the factory premises. Students prepare Industrial Visit Reports of every Industrial visits outside the state. Students are been encouraged to attend and present the papers in the other educational institutions

To share the information with others through presentations. Students are been expertise in case of experimental learning though Industrial visits.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The programme outcomes (PO) and programme specific outcomes (PSO) are developed based on the need of the stakeholders and curriculum that offers a number of courses. The programme outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) are expressed as complete declarative sentences that clearly describe the KSA (Knowledge, Skill and Aptitude) along with competencies that students are expected to acquire on successful completion of their programme of study. Each course has defined course outcomes (CO) that are linked to the programme outcomes and programme Specific outcomes. The course outcomes are systematically assessed, and are linked to the programme outcomes and programme specific outcomes. Therefore the attainment of course outcomes leads to the attainment of programme outcomes and programme specific outcomes.

The programme outcomes are discussed and communicated during first staff meeting of the academic year and orientation towards programme outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) are given by HOD's and Coordinators of each programme. Orientation Programme of students about program outcomes (PO), program specific outcomes (PSO) and course outcomes (CO), Course curriculum, and assessment plan is also conducted by the departments for each programme separately.

The Programme Outcomes are published at:

- **Institution Website:** programme outcomes (PO), programme specific outcomes (PSO) are published on the institution website and can be accessed by all the stakeholders
- **Departmental files:** All the departments maintain a file containing the signed copy of programme

outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) of all courses offered by the program

- **Library:** The college library keeps a file containing programme outcomes (PO), programme specific outcomes (PSO) and course outcomes (CO) for easy access to students, faculty and other stakeholders.
- **Course Files:** All the faculty members will prepare a Lesson Plan Document each course in each semester that lists the course outcomes.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

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

Response:

The process of attainment of COs, POs, and PSOs starts with developing appropriate COs for each course in the undergraduate and postgraduate programs.

The course outcomes (COs) are developed by the respective faculty in charge based on the curriculum and need of the industry. The attainment of the programme outcomes and programme specific outcomes are assessed at a weighted average of direct assessment and indirect assessment. The assessment weightage of 70% is given to direct attainment and 30% to indirect attainment.

The direct and indirect method of attainment of program outcomes and program specific outcomes are:

- **Direct Method:** The student performance in the examinations during the end of each semester in each course is used as a medium to assess the level of attainment of the programme outcomes and programme specific outcomes through the mapping of questions to course outcomes and programme outcomes. The linking and mapping of semester examination questions with POs for all the courses in the programme is assessed and maintained by the faculty in charge and program coordinators.
- **Indirect Method:** The comprehensive feedback system is followed and feedback is collected from the students at the end of the programme, which assess the attainment of programme outcomes and program specific outcomes. Additionally, student performance in co-curricular, extracurricular, extended learning, job placement, higher studies, etc. are used as a tool for the assessment of programme outcomes and program specific outcomes.

The course outcomes are assessed based on mid-semester internal examination, semester end examination, and other student centric assessment methods like assignments, seminars, projects, GDs,

quiz etc.,. The tools of assessment of course outcomes are briefed bellow:

- **Mid-semester internal examination:** Two mid-semester internal examinations are conducted for each course in a semester. The mid-semester internal examination - I is based on an average 50% of course outcomes and mid-semester internal examination - II is based on the balance 50%.
- **Semester end examination:** Semester end examination is more focused on attainment of course outcomes and program outcomes through descriptive method of examination.
- **Assignment/Seminars/Quiz/ Projects etc:** Assignment/seminars are assigned to each and every student covering course outcomes and programme outcomes throughout the programme in each course. Marks are assigned depending on student performance.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 79.55

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

Response: 105

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

Response: 132

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1.5	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4

3.1.2.1 Number of teachers recognised as research guides

Response: 01

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.42

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

Response: 02

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

Response: 24

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

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

Response:

The research centre is moving towards global competency by creating a congenial intellectual environment to inculcate a culture of research that contributes towards transformation of the students.

A business lab is active in the department of commerce and management with appropriate tools and resources for research and innovation. The business lab has well maintained computer system with updated tools and software to enable statistical data analysis. The systems have tools like SPSS, Basic and advance Microsoft excel, Tally ACE, Tally GST to enable such business and analytical work and students are exposed to other incubation centre .In Business lab students areexposed to various practical activities like banking transactions, trading in stock market, filing IT returns, bank loan advancing documents and many more towards this initiative, we have spacious room for incorporating these activities for both students and faculty there by inculcating innovative practices towards the research connecting lab to land.

The department of computer science is in association with external professionals to up skill our computer science students by creating apps and developing applications like PHP, Android, dot.net and networking. These knowledge enhancement programs will be very helpful for students at present and their future Endeavour .We have provided a well-furnished room with internet connectivity. We have kept teaching aids like projector, video-camera, multimedia, laptop, and CD players to help and practice.

Discussion rooms are converted for conducting meetings, interview, and group discussion. Display photos of the successful business icons, their idols and the way of working, their goals, their growth and achievements are displayed.

This will motivate students to set their life goals and try to be ambitious. Keeping videos, books and writings related to such big giants and their success stories, so as to understand how they can be successful.

Incubation Center

Institution has initiated incubation center in the college based on the market condition and the requirement of entrepreneur, understanding that every entrepreneur have different requirements and expectation from incubator.

- Silicon City College incubation center is planning to connect with Entrepreneurs, investors, mentors, Trainers, Faculty and students.
- Incubation center is planning to provide connectivity in order to get good contacts, links into

industry, i.e. Chartered Accountant, Advocates, Industry associations, media and investors.

- The IT Infrastructure and support in terms of Connectivity i.e. Internet/ wifi [10 Mbps] /telephone/ electricity are in existence and same would be provided in the future once the incubation center is setup.

File Description	Document
Any additional information	View Document

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	02	03	02	01

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: 3

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 03

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 01

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

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

Response: 0.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	02	01	01	02

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

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

Response: 1.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	18	08	01	0

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

3.4 Extension Activities

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

Response:

Silicon City College strongly believes that Educational institutions have a responsibility towards the community and social activism is an opportunity for the students to experiment all the concepts that they learn within a classroom context. It goes without saying that academic institutions cannot be ivory towers just working as teaching shops and degree dispensing institutions. Silicon City College practices activities which ensure social participation of students in community activities and thus promoting holistic development of the students. Through social interaction and by participating in community development activities, students pick a host of skills like leadership skills, inter-personal skills, intra-personal skills, etc. their social concern leads them to more humane and develop skills of good citizenry. The College through various Clubs and Cells provide opportunities to students to participate and develop holistic personality.

File Description	Document
Link for Additional Information	View Document

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	00	02	01

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	04	03	04	02

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

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

Response: 84.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
298	380	375	465	511

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

3.5 Collaboration

<p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 5</p>														
<p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>					2018-19	2017-18	2016-17	2015-16	2014-15	03	02	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15										
03	02	00	00	00										
File Description	Document													
Number of Collaborative activities for research, faculty etc	View Document													

<p>3.5.2 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)</p> <p>Response: 18</p>														
<p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table>					2018-19	2017-18	2016-17	2015-16	2014-15	6	5	3	2	2
2018-19	2017-18	2016-17	2015-16	2014-15										
6	5	3	2	2										

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has very well-established facilities for the effective functioning of curricular, co-curricular and extracurricular activities, such as naturally ventilated class rooms with ICT facilities, which will enable teaching learning process effective. Spacious playground is an added feature of the college which is spread over 3.5 acres, which encourages the students to take part in various sports activities. There are well-equipped laboratories like computer lab, electronics lab, commerce and business lab to bridge the gap between theoretical and practical aspects for the students and give them a better exposure.

The institution's knowledge centre that is the library has sufficient number of books to cater to the student needs. It is a treasure of e-resources, journals, digital library, with internet and printing facilities.

The sprawling green campus provides the advantage of a pollution free environment for the students to pursue their academic activities.

The Public Address System serves as a medium for communicating the necessary information to the campus community. The academic sessions are framed in such a manner that the classrooms and laboratories are occupied from morning to evening.

Regular campus activities ensure that college auditorium/ seminar halls are utilized around the year. Research oriented teaching is adopted by introducing a few additions to the existing syllabi in order to enhance infrastructure parallel to research, curriculum and extra-curriculum.

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

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

Response:

The management believes in the all-round development of the students and encourages them to participate in sports and cultural activities simultaneously and they are awarded and rewarded accordingly.

At Silicon City College, we enable students take active part in Co Curricular and Extra Curricular

activities. There is ample space like Seminar hall measuring about 180 SqMtr, to conduct activities such as Dance -Dance floor is available, Singing competition, Skit or Drama, Seminars Conferences and various other activities can be accommodated here.

SCC has a good quadrangle, admeasuring about 333 SqMtr, where Cultural festivals and other National festivals like Suggi, Dasara, Independence day, Republic day, Gandhi Jayanthi, and competitions like Rangoli, Skits can be conducted.

SCC has very well planned and equipped Class rooms, which is best suited to organize programs like Debate, Essay Writing, Role play, Quiz and others activities Under each department. We have sports room measuring 18.3 SqMtr, and also indoor games like Caroms, Chess, etc.,

There is also exclusive Business Lab and Computer Lab measuring about 75 Sq Mt, in Order to Provide Practical Exposure to the students which bridges the gap between theory and practice.

The biggest strength of Silicon City College and most attractive place is Play Ground which is almost Spread over 3.5 Acres, having Volley Ball court Measuring 9*18 Mts, Kabaddi 13*10 Mts, 4 Cricket Practice Nets 22*3.5 Mtr each, Shot put Sector 2.135*20 Mtrs, Kho- Kho court 27*16 Mtrs, Long Jump and High Jump Pit 2.75*20 Mtr , there is also 100 mts,200 Mtrs (400 Relay, 1500 mts,800 mtrs) Track Available, and Provides Beautiful Space to conduct Annual day program "PARAMPARA", it also provides space for conducting Yoga sessions by qualified yoga instructor.

This way the Institution provides adequate facilities for Healthy conduction of various activities.

File Description	Document
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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 16.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
8.75361	17.97665	26.64307	18.6888165	18.89650

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The college has central library and four small departmental libraries. There is an Open Access Catalogue for students and staff. The reading room is furnished to accommodate students and provides excellent environment for Reading. New arrivals of books and journals are displayed on separate stands and racks. An Exclusive reference section is also accessible in the central library. A Log in and out register is maintained for students and staff. CCTV cameras are installed in the library for strict surveillance and Each student gets security of resources is ensured at the exit point for all resources borrowed. Visitors are also required to sign noting the time of entry and exit.

Web OPAC (Online Public Access Catalogue) facility is made available through **NEWGENLIB** Library Management Software version 3.1.1 since 2014. One separate node is made available in the Central Library for OPAC facility. And the software is partially used in the central library, Electronic Resource Management package for e-journals The library subscribes to INFLIBNET. In addition to that, link to scholarly open access journals/database is also available on the Library webpage. A well-equipped Digital Library with 04 systems having Internet connectivity is housed in the Central Library for access to E-Resources.

Library Automation: All the active book collection is updated in the **Newgenlib** Library Management Software database and the Web OPAC is available for the users. The issue and return of books has been activated with the **Newgenlib** Library Management Software. Facilities available: No of printers: 01 Bar Code Printer: 01 Bar Code Scanner: 01 Photocopy Machine: 01 Internet bandwidth: 34 Mbps Institutional Repository:

The library was partially automated in the year 2014 with software **Newgenlib, version 3.0.**

And updated to 3.1.1

Name of the ILMS Software- NewGenLib

Nature of Automation(Fully/Partially)- Fully

NGL core engine Version –NGL 3.1.1

A computer server is installed in the Silicon City College Library for modernizing and Automation of the Library operations and services. The library resources materials have been Computerised by using Newgenlib Software. The newgenlib is an integrated Library management software used for library automation.

File Description	Document
Any additional information	View Document

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

Response:

It is important to note that every library should function exclusively to benefit the student community with lots of knowledge in various fields of study and at various levels. The college shall take it serious to provide all support to students in providing the best part of knowledge through procuring books related to their academics, the reference books, the rare books which are very rarely available to students in general, Manuscripts, which are the rarest and the real treasure of knowledge of our ancient times of classic literary period and also the special reports.

Silicon City College's library is a treasure of knowledge, whereby it is helping the students by providing good books related to their academics, apart from making the rare books to the reach of the students for ready reference. In fact these books guide the students to link their past with their future. In addition to the rare books, the library has housed manuscripts, which are considered as the real treasure of the ancient forms of protecting the legacy of literary forms. These manuscripts will fill the students with the true ethos of our cultural replication in true sense. The special reports available in the college library are guiding elements to students on various topics to formulate a clear idea of knowledge in their mindsets.

Silicon City College also provides a wide range of opportunities to students to explore the knowledge resources by their approach through internet. The Library has given a provision to students to utilize the digital section of the library, wherein, the students can access to different resources through internet by utilizing the computer systems and record the E-books and other library resources.

The library will provide open access to students on extra hours to students to utilize the library resources during those extra hours also. Besides the aforesaid resources, the students can be provided with needful E-

documents in the form of CDs to gain knowledge in different fields of studies. In a way the students are properly equipped with sufficient access to different sources of knowledge. The College Library has commenced digitalizing some more resources, available on Internet by making them within the reach of the students of the college.

The college library records the students' visit to encourage their studious nature and provide the complete access to the Rare Books, Manuscripts, Special Reports and other knowledge resources. In fact the students are also feeling elated to find the Rare Books, Manuscripts and Special Reports and the access they are given to them. This initiative of the College Library is of great help to the students to enhance their knowledge base and it fill their mind to explore many ways out to increase the curiosity among them to line up positive approach to earning knowledge through all resources.

<i>Sl. No.</i>	<i>Resources</i>	<i>Number of Copies</i>
<i>1</i>	<i>Rare Books</i>	<i>65</i>
<i>2</i>	<i>Manuscripts</i>	<i>04</i>
<i>3</i>	<i>Special Reports</i>	<i>10</i>
	<i>Total</i>	<i>79</i>

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 2.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.19024	2.20466	3.28691	2.38540	1.39702

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 20.87

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

Response: 77

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution has total 60 Computers and 3 laptops. Out of these, 43 computers are being used by the students and 09 computers are provided for the office and different departments. The College has one computer Laboratory. This lab is being used as training lab for commerce and management students. SCC has different ICT equipment like Scanners, Printers, LCD Projectors, Wi-Fi modems, Camera, etc. One LCD projector is facilitated in Seminar hall and Eleven LCD facilitated Classrooms are available for Power Point Presentation lecture. 24 CCTV Cameras are provided in the college campus for monitoring day to day activities. To maintain the arrival and departure of faculty, Bio-Metric machine with Face detector is

been installed. All the computers in college are provided with UPS Back-up facility.

LAN Facility:

Through wired connections, the Internet facility is provided to corner of the college Hub with 50 No's socket connected with computer lab.

Internet Facility:

Silicon City College has BSNL and Act broadband Internet connections with 10 Mbps bandwidth. Wi-Fi connection is provided. The Facility of Internet, INFLIBNET, OPAC in library has the access for browsing for both faculty and students.

Technology Up gradation:

Year 2015-16:

18 CCTV Cameras with its accessories are installed, 4 LCD projectors installed.

Year 2016-17:

10 new systems were upgraded in computer lab.

Year 2017-18:

3 new systems were upgraded in office. New 11 CPU's were installed in class rooms.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 8:1

File Description	Document
Any additional information	View Document

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

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** No

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 3.8

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)

2018-19	2017-18	2016-17	2015-16	2014-15
4.00812	4.42469	4.24958	3.64973	2.33441

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

The College has Standard operating procedure to maintain the quality policy and procedures in the institution, the college adopts certain rules and regulation for the smooth functioning of the college.

Facility management team of Silicon City College maintains the physical and academic support facilities. The Administrative Officer is supported by maintenance head to oversee the housekeeping activities, maintenance of Garden, pest control and repair of infrastructure facilities.

Maintenance head will report to the administrative officer regarding his observations on electrical, plumbing, and housekeeping related issues/complaints. The student as well as the teaching community is free to use all the facilities available within the campus. Utilization of the classrooms is facilitated to the students with LCD, Computer, Wi-Fi and CCTV Camera.

The management concentrates on provision and maintenance of furniture in the buildings, class rooms and laboratories. Usage of central facilities like seminar halls, Computer lab, Library, Business lab etc are centrally controlled by Administrative office.

Purchase of equipment (other than computers) including program specific software and hardware and their maintenance in laboratories are carried out by the respective department to which they belong.

Computers

The college has an adequate number of the computers with high speed internet connections and the software used by the office, laboratories, library and departments. Computers are maintained by internal Staff along with laboratory assistant, who ensures proper utilization and maintenance of computers .`

Library

Library working is from 8.30 a.m to 5.30p.m on all working days. Maintenance activities is made by the college management periodically to keeping library clean and Updated The activities like fumigation, preservation of books from insects, dusting and shelving of reading materials promptly on regular basis by the housekeeping and library Staff.

Sports Room

Excellent infrastructure is provided for sports ground along with cricket training court, football and running track. The students outshines in the field of sports. The play field is properly maintained by the people throughout the year. The college has sufficient ministerial staff to keep the play field clean and good condition during the entire year and also tournaments and sports day celebrations are done in the same ground.

Garden Maintenance

Tree plantation and garden maintenance are done by the gardener appointed by the institute to maintain certain areas of the college clean and for planting trees; certain areas are allotted for each departments to maintain the trees and campus clean and green.

ESTABLISHED SYSTEMS AND PROCEDURES FOR MAINTENANCE

1. Introduction:-

- 1.The College Administration Department plays an important role to facilitate the smooth conduct of regular college activities in a smooth way
- 2.For the maintenance of physical infrastructure, for the availability of potable water supply,

communication lines, upkeep of garden and trees, maintaining cleanliness in campus are some of the major activities of the department.

3. The Administration Department shall attend all calls for ensuring repairs to the computers and classroom infrastructure from time to time after they get such repairs to their notice.

2. Policy details of systems and procedures for maintaining and utilizing physical, Academic and Support facilities:

The house keeping of the entire Campus is done by the supporting staff and ministerial staff of the college daily.

The maintenance of computer hardware, software and networking are taken care by Maintenance in-charge of Computer Department.

Regular maintenance of equipments in all laboratories is carried out by the technical staff at the departmental level, whereas in some cases, it will be referred to the sales and service people for providing services to the equipment.

Concerned laboratory in-charge reports the case to HOD. Then HOD consults to the service provider through Admin Department authority.

Security staff is employed to safeguard the whole premises.

In case of the damaged Non-functional equipments, reports are submitted to the Admin Authorities from time to time and necessary repair is undertaken accordingly.

Physical facilities:

The physical facilities including Computer Laboratories, Classrooms and Computers etc. are made available for the students those who are admitted in the college. The classrooms, boards and furniture facilities are utilized regularly by the students. The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff and persons appointed on daily wages.

The college garden is maintained by the gardener appointed by the institute. The college has adequate number of the computers with internet connections and the utility software's distributed in different locations like office, laboratories, library, departments, etc. All the stakeholders have equal opportunity to use those facilities as per the rules and the policies of the institution. The computer laboratory connected in LAN is open for the students and staff. Office computers which are also connected through the LAN

The college website has maintained regularly. College has got various equipments like, 2 photocopier machines, computer printers, CCTV cameras, Audio system, Inverters, etc. The maintenance of those facilities is regularly done through call basis to local skilled persons and the expenditure is done from budget gained by college from different sources. Academic and Support Facilities

The academic support facilities like library, sports are provided to students from time to time. All of them are open to all college students. Center for Professional Development is open not only to the college students but also to the faculty members to hone their skill sets. Accession to library is available from morning 8 am to 7 pm in the evening. A provision of the budget for the library maintenance is made by the college management. The activities like keeping library clean are done frequently by library and supporting staff. The play ground is used by students, staff and the local community. The daily walkers utilize the college ground both during morning and evening times. The Cricket practice sessions will be engaged during morning and evening hours to the students of the college and also the locally available players. A competitive examination, a separate system is established by the college, which supports the students by providing the career opportunities from time to time and preparing them for competitive exams.

File Description	Document
Any 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 the last five years

Response: 13.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
69	65	79	41	48

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[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 besides government schemes during the last five years

Response: 43.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
94	88	207	315	395

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

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

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

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

Response: 31

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

2018-19	2017-18	2016-17	2015-16	2014-15
105	124	203	151	164

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

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

Response: 7.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	32	36	36	36

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
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: 17.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	27	17	50	22

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 10.48

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

5.3 Student Participation and Activities

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

Response: 5

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

years

2018-19	2017-18	2016-17	2015-16	2014-15
0	03	1	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The Students Council is very active in the institution consist of President, Vice President, and a Secretary who organize all the curricular, co-curricular and extra-curricular activities conducted.

The students of our college are active members and coordinators of the various activities undertaken in the institution as well as the members of IQAC which is the intellectual body of the college.

The **IQAC** takes initiative to promote quality enhancement through quality and conducting productive activities in association with the cells like

Community Orientation Cell –The Students member of the Cell takes in charge of performing Community welfare by organizing various drives like Green Day, wherein the surrounding household were handed over one sapling each for promotion of Green India Initiative. The student members of the cell also conduct workshop on protection and preservation of environment.

Anti-Ragging Committee – This committee takes the responsibility of protecting and safeguarding the physical and mental endurance that the students have in and around the college. The student president in charge conducts a one-on-one session in the Counseling Chamber assigned with the student and confirms his support and possible solutions to the problem, under the guidance of the Committee.

Women Empowerment Cell / Prevention of Sexual Harassment Committee –This cell conducts workshops for women empowerment which embarks on the understanding of the power of women and their role in the development of the society as a whole. The student president and members give equal importance in preventing any kind of harassment that may endanger student's physical and mental endurance.

Equal Opportunity Committee – This committee conducts a one-one session with students with regard to their requirement in the academic and other curriculums. The Student members of this committee are

responsible for identifying those students who are distinctive in their academic or other curriculums. Such students are then provided with the necessary support. The committee has successfully encouraged Mr. John Isack BCA 2013-2016 Batch Student who has been selected in the American Football World Championship - 2018, Panama City, South America.

Cultural Committee – Each student member of this committee coordinates with individual cultural head and selects those students who are distinctive & good in cultural programs and train them to take part in not only intra-collegiate but also inter-collegiate festivals. The committee is also in charge of organizing various cultural events conducted by the college like Founder’s Day, Fresher’s Day, Graduation Day, Teacher’s Day, and many more. Each Student member is instructed with their respective roles with the support of the Faculty in charge.

Placement Cell –The student president of this cell is responsible for organizing the placement drive conducted in the college. The Student President with the help of Student Coordinators are responsible for setting and positioning the appropriate place for the interview session for the selected candidates.

Various Committee – Language Committee, Alumni Association, Entrepreneurship Development Committee, IQAC Committee, Mentor-Mentee Committee etc., have Faculty In-charge and Supportive Selected Student members who are successfully running and executing the respective cell in a productive manner.

File Description	Document
Any additional information	View Document

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

Response: 9.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	18	08	08	08

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

5.4 Alumni Engagement

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

Response:

The College has an enduring alumni association “Silicon City College Alumni Association”. The Association has been registered under The Karnataka Societies Act, 1960, registration no.: DRB3/SOR/785/2018-2019. The members of the alumni association are inclusive of past students of the college, prominent members of the society, politics, industry, and government offices. The alumni help the existing students to coordinate in the various committees. They help the Placement cell committee in bringing different organizations to conduct interviews and sessions for the existing students. This is possible as many of the alumni are currently working in various industrial and corporate offices. The students help in shaping the academic as well as the infrastructure growth of the institution. The various events like Cultural fest, Sports Meet, NCC and Academic Seminars, Conferences are actively conducted under the guidance of the Association. The contribution given by the alumni has made notable changes in the institutional growth.

Many of the alumni hold commendable positions in various industrial and IT fields. Their involvement is evident even through online, as many of them are well settled in other countries. The alumni association is a well organized community that has always put the institutional growth as its pivotal concern.

File Description	Document
Any additional information	View Document

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

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

“To reach, educate, inspire, grow and nurture today’s generation.”

MISSION

“To provide a joyful learning environment that empowers students to reach their educational and personal potential while nurturing their self confidence and self-esteem”.

The effective approach of the management, Principal and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college. The Governing Body of the college works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose. The Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implement the decisions and policies of the management.

The head of the Institution personally communicate with staff members to ensure they are not encountering any problem in regard to their work. The Teachers’ Council and Academic Committee meet regularly to discuss and further implement important decisions regarding academic and co-curricular activities of the college. The institution strictly adheres to the Academic calendar to accomplish its objectives.

The management encourages individual research work in the form of Faculty Development Programmes (FDP), Major and Minor Research Projects undertaken by the members of teaching staff. The teachers are also committed to keep free-flow communication with the parents through the meetings of Parent- teacher Association at regular intervals to discuss the overall progress of the students. Parents give constructive advice and are considered as valued stake holders of the college. Additionally, IQAC collects feedback from final year students which are incorporated within the purview of the future plan of action of the institution. Academic Audit is also conducted annually.

Moreover, under the guidance and leadership of IQAC, all Faculty members actively participate in designing and implementing the strategic action plans as well as maintain an eco-friendly green and clean college campus. In order to alleviate the rigors of a demanding college curriculum, the students are encouraged to participate in co-curricular activities such as Seminars, Quiz, Debates, Inter-college competitions, Workshop, Annual college social, Annual college sports and Cultural programmes. Along with the present commitments, the college aims to continue its interaction with students, who passed out from the Institution through alumni association for envisioning to inculcate the spirit of inquiry, creativity, environment consciousness, entrepreneurial, moral leadership and as well as a sense of social responsibility among its students through its motto ‘campus to community’.

The management specifically ensures the welfare of all the staff members through yearly salary increment,

bonus during festivals and provision for leave when necessary. Seminars are also organized by the college for the enhancement of the skills and efficiency of its staff members.

Teachers are members of Academic council, IQAC and all the committees of the institution. Starting from deciding the work plan, activities related to syllabus, identifying and conducting of various certificate courses, life skills programmes teachers have been given freedom to propose various activities thus supporting participative involvement in decision making. Achieving Academic excellence is the mission of every teacher in the college.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

In accordance with the policy of decentralization adopted by the management, both teaching and non-teaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Council, other committees like IQAC, Academic Committee, Examination Committee etc., will meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications.

There is Decentralization and participative management at the institutional level aided by the well made by-laws of the institution. The management constitutes the Chairperson, Dr.H M Chandrashekar, Director, Mr. H M Mukunda, Trustee Members, and the Principal. The members of the Management are people from varied domains. The Governing Council members are the members of the Management and thus connect the GC to the Management. The Principal, who is part of the GC, heads the various departments and thus participates along with the faculty member.

The faculties of the college are the conveners of various committees along with the student representatives and thus all the stakeholders participate in the governance of the institution. Thus, all the stakeholders participate in the Governance. Besides, decentralization is ensured through the approvals provided by the GC to the Perspective Plan and the Budget. Once the approvals are given, the Heads of the Committee are free to take all decisions related to governance, academics, evaluation etc. various committees are set up with the faculty as conveners and student representatives, who take decisions on a variety of issues through committees and Cells.

The IQAC of the College plays a pivotal role in quality assurance, sustenance and enhancement through envisioning and deployment besides review for quality assurance. All the activities are well planned and executed for each academic year through the IQAC. The IQAC convenes meetings at regular intervals and carries out all the activities of the college.

Case Study:

The Entrepreneurship Development Cell conducted a Workshop on Business and Wealth Management on 11/07/2018 from 3pm to 4pm. This workshop was attended by the ED cell Coordinator, Teaching Faculties, and the Students of B. Com, and BBA of V semester. The program provided a platform for the students to understand the importance of Wealth in the Business; and prioritize the finances for their business concern in a budgetary manner. The students worked in a group and organized a budgetary plan for their prospective concern and executed it in a well-organized manner.

The workshop was planned in the beginning of the year by the Entrepreneurship Development Cell as per the guidelines of the IQAC. The members of the Cell, which include the faculties and students, prepared the budget for event, schedule the event and other requirements for the workshop and successfully executed the plan. This is an example of decentralization in the Institution.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The College has a Long term Strategic / Perspective Plan as well Annual Strategic/ Perspective Plan for continuous improvement and move towards the realization of its vision, mission and core values. The Long term plan includes:

Teaching

- To improve further the quality of teaching in the college by bringing a paradigmatic shift by involving the learners in the classrooms and evolve Solutions in practical laboratories.
- To strengthen teaching environment and integrate it with ICT.
- To provide students with range of skill based programmes.

Infrastructure

- To improve and renovate the existing infrastructure.
- To improve hostel / residential facilities.
- To improve Library facilities by encouraging approach to digital library to access to e-journals and to view the e-notes and video teachings of Professors of reputed professional Institutions.

Student Development

- To make provision of student centric programmes for overall development of students.
- To invite Industry experts to provide the industrial perspective of utilising the Services of entry

level candidates and turn them industry-ready.

- To enhance industry visits in a semester to enable the students to gain hands on experience.
- To make provision for career counseling and psychological counseling.
- To enable the students of Commerce to undergo CA / ICWA Intermediate classes on this College campus from the beginning of the undergraduate level.
- To improve communication skills of students through well designed courses.

Besides the College also has the Annual Strategic Perspective Plan which is prepared in consultation with all the stakeholders of the institution. In fact at the beginning of every academic year, the principal mandates the IQAC to brainstorm and prepare the SPP. The IQAC in turn asks all the Heads and Conveners of various Clubs/Cells and Associations to prepare their respective Perspective Plan in sync with strategy and in turn sync it with the University Calendar of events every year. The Departments and Committees prepare their SPP and submit the same to the IQAC, which in turn prepares the consolidated SPP every year. The SPP is implemented, reviewed and further AQARs are submitted to NAAC based on the SPP.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

Organizational Structure of Silicon City College:

Silicon City College has a well-defined organization structure. The College is managed by MJ Education Trust. The Managing Trustee members reviews and evaluates the academic progress, administrative processes and curricular, co-curricular and extension activities of the College. The

Governing Council steers the organization's management systems, their implementation and continuous improvement of the Institution.

Academic council reviews the academic and administrative functioning of the College. Management approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Council. All rules and regulations are stated in the service manual drafted by the Governing Council.

The Institution is headed by the principal. Principal is responsible for the functioning of the College and growth including administrative, academic, co-curricular, extra-curricular and extension programmes.

IQAC of the college plays a vital role in developing a quality system for mindful, programmed action to improve the academic and administrative performance of the College. At Department level, the Heads of the departments are directly responsible for coordinating all departmental academic programmes of the college. Faculties are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, and they are the NAAC Steering Committee Members, also Chairperson or members of various committees. The Seven criteria in charges are responsible for the functioning of the entire college activities. Students are involved as active members of the committee.

Functions of Various bodies:

For the complete functioning of college activities, there are 20 committees are identified. Every committee consists of committee chairperson, staff and student members. They, together plan for the activities. The function of every committee in the Institution is well defined. All Chairpersons report to Principal and Principal monitors the effective functioning of these bodies.

Service rules:

All staffs are oriented about the Administrative setup in the institution.

Faculties are educated about conditions of service, Roles and responsibilities, discharge of duties, increments, kinds of Leave, code of conduct, incentive for attending FDP, incentive for achieving academic excellence and others.

Recruitment:

The minimum age limit is 18 years and the maximum age limit for recruitment is as prescribed by Government. However, the maximum age limit is relax able by the management if the candidate is found suitable. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / AICTE .Selection of the candidate shall be by a selection committee.

Promotion:

Promotion is on the basis of performance in the Institution and at the discretion of the Management, and all policies and conditions are clearly stated in the Administrative and service Manual of the Institution

Grievance Redressal Mechanism:

Silicon City College addresses genuine complaints, issues and difficulties of the Stakeholders at individual as well as College level. Students are encouraged to use the Suggestion/ Feedback Methods/ Box to express constructive suggestions and grievances. Grievance redressal committee resolves complaints/ grievances with sensitivity and confidentiality.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. Any 4 of the above

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

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

Ensuring effective functioning of various bodies/ Cells/ Committees, there is a visible sustained improvement in campus infrastructure, facilities, landscape, hostel, academic planning, student- faculty relation, Campus placements, and many more. Based on the feedback collected from various sources, IQAC **Coordinator** refers the issues to various committees to take necessary actions for academic excellence and for proactive and effective administration. **Coordinator** regularly interacts and receives feedback from students, faculty and parents. Subsequently, the **Coordinator** instructs the principal and concerned HOD to initiate necessary action in the interest of institute.

Various committees are formed such as: Admission committee, College Academic committee, Examination committee, The student counseling committee, Cultural Committee and sports committee, Library Advisory Committee and Career and Course guidance cell with the teaching and non-teaching staff and students to groom their leadership skills. Out of many practices adopted in the institute, one such activity of College academic committee is mentioned below, highlighting the effectiveness of implementation of Minutes of meeting.

College Academic committee:

At the beginning of each Academic year, the College Academic Committee constitutes the committees for each department under the leadership of Principal as officer in charge. Each unit conducts its periodical meetings and empowered to take necessary decisions for effective functioning of the respective

departments.

The college academic committee plans the effective delivery of the curriculum. At the beginning of every semester the committee decides on the activities wherein the dates for seminars, examinations, internal examinations, and Subject allocation for faculty, class time table and other such activities are decided.

Keeping the current changes in UG and PG courses, college academic committee discusses and Convey that information to all members on the basis of letters, what institute received from Bangalore University in different academic years and success fully implemented those changes as per university guideline. Some implementations are as follow:

- Modification proposed to subject changed in B.Com degree for different semester with reference letter received from university as date of June 15, 2015.
- Committee had success fully introduce a new subject named Science and Society for III semester BBA and B.Com and subject named Culture, Diversity and Society for III Semester BCA in the academic year 2015-16.
- Committee successfully started Certificate courses in the academic year 2015-16.
- CBCS was introducing by Bangalore University and same was implemented.
- Add-on course was introduced with Glisten in Academic Year 2017-18

The minutes of meeting and guidelines of setting up committee are uploaded as an additional document.

File Description	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

Response:

The management recognizes the commitment and dedication of the teaching, non-teaching faculty and housekeeping staff. It always strives to satisfy the needs of the employees proactively. Some facilities provided for the welfare of the employees of the institution are as follows;

1. Providing fee concession to children's of College staff.
2. Free schooling facility (fee) for children of non-teaching staff, who are working in institution from long time.

3. Working lunch and refreshment are given to all the teaching and non-teaching staff.
4. Insurance scheme for supportive staff, who are working in institution from long time.
5. Faculty members are promoted for self-development programme and higher education.
6. Desktop is provided in each department and Wi-Fi available to both teaching and non-teaching faculty.
7. Entertainment trip for faculty once in every year.
8. Medical checkup camp will be organized in the college premises to all teaching and non-teaching.
9. On Duty facility is provided to the teaching faculty participating in national and international seminars, conferences, FDP, refresher courses, orientation programmes, workshops, and other training programmes.
10. Casual Leave facilities are available to teaching and non-teaching staff.
11. Financial assistance like registration fees, TA & DA is given to the teaching faculty participating in national and international seminars, conferences, FDP, refresher courses, orientation programmes, workshops, and other training programmes.
12. Promotions are provided to teaching and non-teaching faculty based on their performance and achievements.

Management takes the following measures to retain the senior eminent faculty:

- Provides stress free work environment where in they are given a free hand in subject selection.
 - Faculties are encouraged to participate in major management decisions.
 - Incentives are given to faculty those who published articles in reputed journals like, Scopus, indexed, and other reputed institutions.
 - Conveyance allowance is provided to Professors.
 - Dedicated computer, internet and intercom facility is provided to all HODs and Professors and senior faculty members.
 - Minimum required stationary is provided to all teaching faculty before commencement of class to an academic year.
 - Immediate increments being given for those who are getting awarded and awarded Ph.D.
 - Personal Recognition is ensured by the Management in the way of a memento and certificate to the faculty who are exceptional in any kind of events in and outside the institution.
13. Bonus is given to the non-teaching staff.
 14. Compliments are given to the non-teaching staff during festival times.
 15. Free quarters are given to the supporting staff from economically and socially weaker section of the society.
 16. Accommodation facility is proposed for teaching and Non-teaching staff.

File Description	Document
Any additional information	View Document

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

Response: 4.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	02	01	01

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

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

Response: 14.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	4	02	6

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

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

Response:

Faculty Performance Appraisal consists of following two important parts:

1. Self-Appraisal form being filled up by faculty members.
2. Assessment of these self-appraisal forms.

IQAC prepares the format of Self-Appraisal form on the basis of PBAS of UGC. It should be filled up by the faculty members. It consists of following parameters:

1. Students Feedback on teaching performance of concerned faculty members.
2. Examination results of the subject(s) taught by the concerned faculty member for the academic year.
3. Research Publications by concerned faculty member during academic year.
4. Details of Faculty development programs attended by the faculty members during academic year.
5. Details of any other specific achievement.
6. The format is exhaustive and includes questions/ descriptions regarding academic and administration responsibilities undertaken by the teacher, innovative methods practiced and implemented by the faculty members during the academic year, various responsibilities including college fests, question paper setting,

examination work, BOS, BOEs etc.

Assessment

1. Management constitutes a review committee for the assessment of Self-Appraisal Forms. Following are the members of the committee

2. Principal

3. Dean

4. Director , Academics

5. Head of the respective Department.

Appraisal Process:

1. All faculty members will submit the duly filled self-appraisal forms to their HODs in the beginning of first semester.

2. HODs will collect all the self-appraisals and write their remarks based on the information captured from various committees and the information provided in the self-appraisal forms.

3. HOD will conduct individual meeting with faculty and discuss the performance. HOD may revise the remarks based on the discussion.

4. Faculty performance appraisal forms along with self-appraisals will be submitted to principal for further processing.

5. Principal will discuss with the faculty with lower performance to assess the correctness and also to mentor the faculty.

6. Principal will take appropriate approvals for the increment/promotions as a part of budget approvals from the governing body.

Non-teaching staff like the librarians, office staff, support staff etc are given appraisal forms. Their performance appraisal is done by the principal based on the quality and quantity of their work, nature of their work, their enthusiasm, skill sets and efficiency. Performance of non-teaching and technical support staff will be assessed by prescribed format. Administrative officers, HOD & Principal are the people who assess the non-teaching staff.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The annual budget is allotted to the college by the management every year for the requirements of various departmental activities. The account of the institution is subjected to an audit by a certified external chartered accountant appointed by the management. The income and expenditure are from different sources are audited regularly by the internal and external auditors.

To exhibit the transparency in accounting a Daily Purchase Register (DPR) system is maintained. Typically the indent is raised by concerned faculty of the department and authorized by HOD, subsequently approved by Director for payment. Depending on the priority and availability of funds, the actual payment will be made by the Accountant as per the prevailing rules and regulations of the institute. This has given an opportunity to undergo first level checks and balances in order to avoid any error at a larger scale.

The internal audit is done by the local inquiry committee which inspects the performance of the staff, students, facilities given to the staff, and infrastructure. The latest internal audit was done on Tally.

File Description	Document
Any 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) (INR in Lakhs)

Response: 0.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0.7	00	00

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

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

Response:

Silicon City College, established under the Trust of M J Education Trust as a private college has always been keen in optimal utilization of their infrastructure and resources. The college is a self-finance institution. It is now taking measures to get it included under 2(f) and 12(B) of the UGC Act. The main source of funding for the college is the fees collected from the students. Budget is prepared as per the requirements of the various departments. The college follows a transparent accounting and audit practice. The college is also applying for funding from various other bodies for organizing seminars/ conferences and for carrying out research projects.

However the institution has made its consistent efforts to generate the funds from all the tangible sources.

- Institution doesn't have any other resources of receiving funds.
- But funds received in way of education fee, which is mobilized in very optimum way.
- Fee collection is split over every year, which is utilized in different annual expenses such as: salary to staff, value added/ certificate course, Newspapers for students, Staff and students welfare and other expenses.

The major fund mobilization resources can be classified into three broad categories, 1) Buildings 2) Equipment 3) Man Power.

Buildings:

- The Radha Krishna auditorium is used for conducting local area programme such as police force annual programme etc.
- The sprawling ground of Silicon City College is used to conduct sporting events for Corporate, Inter College sports events and also using by local children's for playing different games as a free of cost.
- Institute RadhaKrishna auditorium issuing by classical dance academy girls after college hours as free of cost.

Equipment:

- As the institute is privileged with more than 100 computers, it has the potential to conduct the placement drive examination.

Human Resources:

- Vast expertise in various domains enable faculty to accept the consultancy assignments in private/public domains.
- Faculties are readily available for effective conduction of Faculty development programs, Conferences and also engaged in university examination Valuation and work as exam invigilators.

Mobilization of Funds:

- M/S Mahindra Agro Structure Pvt Ltd, has utilized our college premises for conducting their exams and a sum of Rs. 20000/- in two spells of Rs.10,000/- each for conducting their exams in 2014-15

and Rs.20,000/- in 2015-16 and a sum of Rs. 20,000/- during 2016-17.

- Institute of Chartered Accountants of India utilizes our college premises for conducting their exams and the institute got a sum of Rs. 2,17,000/- during the year 2016—17.

File Description	Document
Any 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

Response:

Silicon City College Internal Quality Assurance Cell is giving importance to Educational Quality since its inception. The IQAC has been instrumental for the smooth running of Vision and Mission of the Institute. IQAC has taken keen interest to involve every stakeholder like alumni, parents, employers, industry, staff and students.

The IQAC regularly conducts regular meetings periodically. Through the departmental meetings IQAC has come to know about the Strength and Weakness of every department. For the improvement of every department, IQAC supports and gives suggestions to improve the performance in a better way. The main objective of IQAC is enhancement of Quality in teaching. A report on performance will be placed in the meetings and areas of improvement are discussed in these meetings and same will be well documented.

Faculty Development programs and Students enrichment programs are conducted by IQAC. So that Students, Administrative Staff and Faculties are enriched to the quality. A faculty seeking career advancement should have minimum cumulative points to be eligible for promotion to a higher cadre. And it will help to understand the Situations to Solve the Problems in our Daily Life and guide us to reach our destiny

IQAC always supports the students to participate in cultural activities, social awareness activities, community engagement programs and ecological activities

IQAC provides opportunities to the Faculty members to arrange and attend the Seminars, Workshops, conference, Symposiums Etc. so that all faculty members gain sufficient amount of knowledge to share with the student community

2 best Practices of IQAC are

1. Additional Courses to the Students

1. Value Added Course

Apart from the Regular Curriculum, IQAC of Silicon City College is giving some more extra courses to our Students. After the Completion of Degree Exams the only problem which until now our Students face

is their lack of Computer Knowledge. During Job Interviews, the Employers always ask our students about their Computer Knowledge. When IQAC noticed his Problem, then IQAC comes across good step for our Students.

Even though Degree Course is sufficient in academics every one demands some extra talent than the syllabus. So decided to introduce a new course, which we call it as Value Added Course, which gives Vibrant Strength to our Students

1. Certificate/diploma Courses

Our college introduced 4 Institution-driven certified programs

1. Communication skill
2. Foreign Trade
3. Visual Program
4. Basics of cyber Forensics.

2. Mentor Mentee System

The IQAC prepares a chart to mark the growth of Students. Through various discussions with all Class Teachers, SCC decides to make a chart Showing the improvements of individual Students. So that we can come to know the Status of students' performance. In addition to class records, Marks Cards, Class Test Marks, this system notices the overall growth of the students.

IQAC gets access to these records at all times. From the above Mentor-Mentee Manual, the parents have chance to relook about their students' every sem marks. This is one of the very important functioning of IQAC.

File Description	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

Response:

IQAC monitors Attendance, Assignments, Class tests, Internals, Pre-finals. to improve the Educational Quality of Students. IQAC will follow the calendar of events of Bangalore University. The academic committee of the institution meets for detailed discussions on the academic calendar and curriculum revision if any and draws an academic calendar covering all the programs. The academic plan provides program-wise academic calendar in respect of the curricular, co-curricular and extracurricular activities.

The committee ensures that the revised curriculum, teaching plan etc., before the beginning of the session of every academic year. It provides the academic plan for the benefit of students, faculty and parents. Each department prepares teaching plan in line with institutional academic plan. Each faculty member prepares

the lesson plan and the various other teaching plans require to effectively and comprehensively covering a part of the curriculum allotted to the individual faculty. The entire documentation are scrutinized by the concerned HOD's and finally approved by the IQAC of the institution.

The IQAC identifies the specific requirements among the faculties which needs improvement and development including academic and curricular support and plans faculty development program.

IQAC is planning to conduct Role plays, Dance Dramas, Dramas, Showing Short Films, Documentaries, for understanding the Syllabus and the Situations. The learning outcome of the Students is Satisfactory. They are capable in Produce a good practical result in Competitive world and have a perfect role in Higher Education also.

2 Examples of Institutional reviews and implementation of teaching learning reforms are

1. Feedback System

Feedback system goes with evaluation of Teacher by Students. Every Student has been given an opportunity to evaluate the teaching. Here SCC has made one special Chart to evaluate the faculty. Through many parameters for example use of black board and Chalk {Now White board and Marker}, Subject Skill, Modern Teaching Skill, etc.

This is one form of Feedback. Students Feedback showcases the Quality of Teaching & Learning Process. Every year IQAC made some Changes in this Process. In this Process IQAC strictly restricted to faculty that they never interfere in this process. If any Student is regular and have more than 75% Attendance then only he/she is eligible evaluate the Lecturers.

The Management also takes Responsibility about Students and their feedback. IQAC is the backbone of this system. Every year IQAC gives the Feedback forms to Students through Class Teachers. And students must return back to the concerned persons as soon as Possible.

1. Result Analysis and Review Meetings:

Yet another notable practice that the college adopts is, at departmental level, the respective subject teachers will correct and allot the marks. The Principal conducts review meetings with all departments HODs to give further guidelines for the further improvement of the students. The HODs and the Principal monitor progress of students. Internal exams and its results will be analyzed by the Mentors concerned periodically and the students will be provided proper inputs about the progress made by the respective Mentors.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 1.8**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
04	01	02	01	01

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Silicon City College has taken all the following initiatives during the post cycle accreditation period:

- 1.The Faculty members are encouraged and provided facilities to improve their qualifications and competencies by way of attending FDP programs to improve their teaching methodologies and

- approach to the subjects by respective faculty members.
2. The Institution has improved ICT-based teaching by the faculty members.
 3. The Institution has taken all care to appoint the teachers with NET and Ph.D qualifications.
 4. The students are given better exposure on attempting on real-time projects.
 5. Career Counseling sessions are improved and placement cell is activated.
 6. Computer Lab status is improved.
 7. Service conditions for teachers are on betterment.
 8. Common rooms are provided to Girls exclusively.
 9. Language Lab activities are improved.
 10. Facilities at Boy's hostel are being improved.
 11. In all social outreach activities, the students are involved through the Institution's community orientation cell.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	02	03	02	02

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

The Institution showing gender sensitivity in providing facilities :

- 1) Safety and Security
- 2) Counseling
- 3) Common Room

The college is a co-education institution and is aware of the need to create gender sensitivity among the stakeholders and ensure gender equality. The institution has introduced Gender sensitivity certificate course for the students and The Institution is sensitive towards women issues and therefore imparts gender sensitivity among students and faculties through various clubs like are Women Empowerment Cell, Equal opportunity cell, Prevention of Sexual Harassment cell, Anti Ragging Cell and the college is also associated with several associations, Further our motto is to provide sound campus for both female students and women faculty members .The College has 24x7 CCTV surveillance and without a valid ID

card, it is not possible get access into the campus, this makes the campus completely safe. The First Aid box is well maintained, Washrooms are available in every floor, there is also an exclusive waiting corner for the Visitors.

The college has appointed a counselor who is provided with the counseling room. The counselor meets all the students on a regular basis and counsels the boys and girls on gender equality. The girl students are encouraged to be confident and find solution to their problems which also includes gender-related issues. The institution has established common room for benefit of the students.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 89.79

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

Response: 14367

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 16000

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

7.1.5 Waste Management steps including:

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

Response:

The college is proud to say that minimal waste is generated in the campus. Waste is segregated as per BBMP guidelines. Waste generated in the campus is segregated as e-waste, liquid/organic Waste and solid waste. Old computers and other electronic gadgets and equipment's are sold to junk dealers dealing with e-waste management. The Institution has signed the MOU with Eco e-Market Private Limited for better Management of e-Waste. Liquid waste generated in the canteen, garden waste-leaves, flowers etc.is converted into fertilizer and used for Gardens. The Institution also has Vermi Composting System which is very beneficial for growth of plants within the Campus. Solid waste which mainly involves plastic is avoided and if any is collected in separate dustbins and handed over to BBMP workers. Waste and old Papers are been given for the purpose of recycling to the external organization in return we are receiving few stationeries like books and Sheets for the institution Separate bins are also kept in all floors for solid waste and liquid/organic waste. Students are asked to dispose waste only in the designated bins. All classes are provided with dustbins for solid waste disposal. College has initiated to avoid the plastic in the campus and has plans to make the campus plastic free in the near future. There are hoardings which are exhibited in the campus to bring awareness among the students.

File Description	Document
Any additional information	View Document

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

Rainwater harvesting is an innovative technique utilized to harvest rainwater from roofs and other above surface to be stored for later use. The college has Rain Water Harvesting facility in the premises. The Institution has a very large ground of 3.5 acres and has the lowest slope in the area, where in all the rain water gets accumulated in three big ground level tanks constructed in the North east part of the campus, which is facilitated to collect all the rain water flow which is used for the recharging of the Bore wells in the campus, used for Gardens, the college boasts of a fantastic Landscape.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

The college campus is about 3.5 acres. The college is having a good landscaping of greenery in and out of the premises having 118 trees in the college. Each Tree is allocated to nurture by two students. The Green path of the campus includes well maintained gardens, plants and trees. The students, staff and Management are sensitive to environmental issues.

a) Bicycles: The campus has a bicycle stand to park bicycles. Few students and some of the non-teaching use eco-friendly bicycles to commute to college.

b) Public Transport: 95% of the students, teaching and non-teaching staff avail public transport for commuting through and fro the college who travel from very faraway places.

c) Pedestrian friendly roads: The College is surrounded by wide pedestrian pavements all around. Inside the college wide walking track and ramp is available. There is enough space for the outsiders to stroll in the college premises and have a view of the college campus.

Plastic-free campus: The College is taking necessary steps in avoiding Plastic since inception and the campus is confident to be a Plastic Free Zone.

Paperless office: The office staff have been provided with adequate computers and commendable part of the official records are maintained through soft copies, Staff members are advised to reduce taking printouts, use both sides of the paper, etc. The office too is making an effort to minimize the use of papers. As per the guidelines of the university, everything including administration and exam application are made online which is leading towards paperless office.

Green landscaping with trees and plants: The college has successfully retained a patch of greenery amidst the concrete landscape around. The college has a lush green ground surrounded all around with 118 trees and many plants.

The Eco Club of the college exhibits awareness posters on notice board on issues relating to conservation and protection of environment. Posters regarding the dangers of plastic on the environment, newspaper clippings on environmental issues like pollution are regularly displayed in the notice board and conduct activities by the Eco Club.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.002500	2.099710	0	0	0

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

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

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

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

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	03	06	03	03

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 30	

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	06	06	06

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

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

Response:

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

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

2) 15th August Independence day- Our Institution celebrated Independence day every year. It is a grand event marked with the flag hosting by the Chief Guest . Cultural activities related to independence movement are exhibited.

3) 5th September (Dr. Sarvpalli Radha Krishnan Birth Anniversary)- On 5th September, we celebrate Dr. Radhakrishnan’s birthday as Teacher’s Day with great fervor. The students organize a program for the teachers and the Guru-Shishyaparampara is celebrated.

4) 2 nd October Mahatma Gandhi Birth Anniversary.- A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is praised in our Institute on 2nd October of consistently to stamp the birth commemoration of Mahatma Gandhi. Gandhi was additionally famously known as the Father of our Nation, Bapu or basically Mahatma. The day is announced as a national

occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute.

5) 12th Swami Vivekananda Jayanti : Our Institution celebrated National youth day on 12th January on the birthday of Swami Vivekananda. His philosophy and the ideals for which he lived and worked could be a great source of inspiration for the Indian Youth. Swami Vivekananda is spread the message of Vedanta as the world's most ancient religious philosophy.

6) Valmiki Jayanti: Our Institution Celebrated birth anniversary Maharishi Valmik in the month of sep/oct. Maharshi Valmiki also known as 'Adi kavi' or first poet as he discovered the first Sloka, ie, the first verse which set the base of Sanskrit poetry. Valmiki is the author of famous Hindu epic Ramayana and one of the greatest saints of the ancient world. His complete life and teachings have always encouraged Humans to fight against the society injustice.

7) Basava Jayanti: The objective of the festival is to pass the message of ancient wisdom "vasudhaiva kutumbakam" (universal brotherhood).

File Description	Document
Any additional information	View Document

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

Response:

Our institution believes in maintaining complete transparency in its financial, academic, administrative & Auxiliary functions. The Bangalore University administration act is in compliance with college statutes that outline the financial, administrative, and reporting requirements for higher education institutions. Ethical and responsible conduct fills the organization, from its financial related capabilities, through its scholarly and work force approaches to its diverse auxiliary functions. To guarantee that the college works transparently in all exercises, the establishment creates, and refreshes approaches as required per Bangalore university. Any decisions are taken by the managing trustee in the meeting, are abided by principal, heads and other staffs of the institution. This information is passed in the form of circulars and acknowledged in the form of signature. This is one of the good practices of our institution so that no one misses the message to be conveyed. On the financial functions, institute has finance officer. All transactions go in line with the hierarchy. The financial operations that we follow are fee collection. It is done either through DD, NEFT, RTGS or online transfer. All payments are by cross account payee cheques only and through above mentioned modes. Our college is open for both Internal Audit and external audit. These Audit reports are published in AQAR. New scholarship, schemes are made known through the circular, notice boards and mentioned in websites. College website is easily accessible to public. Academic information including time table, notices, memos, e-learning material, admission process, fees structure, teaching staff qualification are transparent. Planning and execution of different auxiliary functions are discussed and decided and passed on to stakeholders.

AAA – Internal Academic and Administrative Audit report year wise is maintained which is the best

instance for following transparency.

With respect to academics, we have syllabus along with the number of hours. All departments maintain curriculum file. It is also available in our college website. It has number of hours allotted for each unit, IA marks, practical & theory marks are prescribed by Bangalore university followed by all the course. Teacher maintains lesson plan, attendance register, work done statement. All these documents are regularly being checked by the principal to track the percentage of completion of the syllabus as we have semester system. So transparency is maintained through constant usage of the My Campus Software and the fee receipts are also provided through this my maintaining the student database. The college maintains a regular supporting staff. Annual maintenance of all the facilities of the college are maintained to the fullest.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practices of the Institution:

While continuing the best practice, the Mentor-Mentee system, which was taken up in a unique way, duly nourishing the students' studious aspects and their co-curricular and extra-curricular aspects, the mentors are deeply involved in shaping the students in a right way from their entry point to the stage they go out with good placement in the corporate world, the following are two best practices of the institution that are worth mentionable:

Best Practice No:1

1. Title of the Practice: *Developing Research Temper among students through Knowledge Sharing by experienced student presenters.*

2. Objectives of the practice

- To bring forth the team spirit and to develop the presentation skills among the students
- To provide equal and sufficient opportunities to students and the same will be encouraged among the students to come forward to take part in the presentation activities from time to time.
- To totally involve the students through proper practical motivation, wherein the non-performers will also get interested to take part in the said presentation activities.
- To attempt more emphatically on the shy-feeling students, the students who don't evince interest in taking part in these activities are nurtured specially and mentored with great care and concern to take part in the events.

1. The Context

The contextual situation is that there should be proper presentation skills being imbibed among the learners to withstand the global competition once they complete their studies in the college. The practice of improving the presentation skills through a model presenter, their senior, who will be efficiently presenting the topic/concept to the best of his/her abilities, it gives a great impression and inspiration to the students among the audience to gear up their skills, update their skills and live up to the standards of gaining knowledge and delivering the same to the best possible way by way of improving their presentation skills. The senior students will handle the presentation session and the junior students will have an interactive session to clear their doubts at the end of the presentation. The very method of involving the senior students for presentation is contextually apt and the real challenging issues are that the presenter will gain the utmost confidence to present and the listener will get the inspiration to become as another good presenter.

4. The practice

- The date and the venue will be scheduled with the prior notice of the Heads of the Departments concerned and the Principal for presenting paper by the students, pursuing higher class-courses for the students, pursuing the lower-course. For Example: A student of M.Com III semester, handles the classes to the II Sem/IV sem classes of B.Com and BBA courses.
- The main presenters are the students who have already experienced the paper presentation in various seminars and conferences and the same will be exhibited before the audience.
- The Event about presentation activity shall be circulated to all the classes, intimating the students about the event.
- The Paper Presentation activity will be held in the scheduled venue with all the infrastructural arrangements, such as facilitating with a projector, a mike and the speakers etc.
- During the presentation activity, the audience will raise some questions and there will be Q & A session at the end to clarify the doubts on the presented topic.

1. Evidence of Success

In all occasions, the presenters will motivate the audience to get their attention towards the presentation duly introducing the topic and asking a few questions related to the topic to know and ascertain the basic knowledge of the audience on the topic. In that way the presentation activity starts. During the presentation the presenter will also elucidate the answering patterns from the audience in between the presentation process. When the presentation comes to a close, the presenter will get preliminary assessment about the intensity of understanding of the presentation/ topic presented among the audience. At the end, during the interactive session, where the audience will initiate for clarifying their doubts, then the presenter will definitely find the evidence about the success of presentation. Then the presenter can assess if the very presentation has achieved its purpose or not. Then the presenter can review the outcome of the presentation. This will truly indicate the right method of honing one's skills. The senior students who have come forward to initiate the presentation sessions will know the intensity of the success in the presentation. The junior students will know about the success of the presentation and how that presentation has benefited them.

1. Problems Encountered and Resources Required

The problems encountered during the process of introducing the very system of senior students engaging themselves in the presentation activity are giving many challenges and problems at the beginning to the presenters. The important point in the process is the audience and the intensity of knowledge base, with which they audience will be ready to receive the presentation activity. There is also another factor that hampers the process of presentation, wherein, the intensity of knowledge that the presenters bear in mind while getting ready for the presentation and also the success rate in presentation process. The important reason for not acquiring proper knowledge among the presenters is that the presenters may not have proper resources to acquire required material/ knowledge base etc. The presenter may not have planned to allocate time for procuring additional resources for effective presentation. This is one of the problems and then comes the delivery process.

1. Notes (Optional)

Initiating the process of handling presentation sessions on the topics, which are relevant to the junior class students, by the senior students is the best practice initiated by the institution to achieve a double-edged win-win situation to presenters on one side and the audience on the other side. In a way, the practice has resulted in the best practice, taking into the facts that the new presenters are getting motivated by the ones who have already presented. Then in case of the audience, they have ample choice to prioritize the best presenters and the good topics presented to them by various presenters. Gradually, the presenters will go on an increasing pace whereas, the audience also become the presenters when they reach to the next class in the next academic year. This is the best practice adopted in the college to provide ample opportunities to students to become effective presenters.

Best Practice - 2

1. Title of the Practice: *Regular Visit to Orphanage by the students :*

2. Objectives of the practice

- To bring forth the spirit of responsibility and respect towards the elders of the society among the students
- To provide equal and sufficient opportunities to students to interact with the inmates of the orphanages to know the status in which they are spending their time at orphanages.
- To totally involve the students to know the value of the charity with which the orphanage inmates are being benefited by.

1. The Context

The contextual relevance of the activity is that the students' young minds should be filled with empathy and the idea of respecting the elders of the family. The Institution is very much concerned about involving the students to ensure charity activities and thus, involves the students to many outreach activities. This initiative will be of great importance as it is for the noble cause of helping the needy. This will enable the students to care for the elders of the society in general and the elders of their respective family in particular. The regular visit to the orphanages will enable the students to know the value of the elders and the sense of responsibility is made known to them at all times. The happiness in giving and sharing with

others is being enjoyed by the students through their active participation in the outreach activities in the society.

4. The practice

- The practice of regularly visiting the orphanage will bring forth a great change in the students individually.
- The students will nurture the habit of sharing and giving the help to others and ensuring care towards the elders of the family and elders of the society alike.
- This initiative is to imbibe the culture in the minds of youth and make them good citizens of tomorrow, college takes them to orphanages namely Hoysala and Sai Krupa and gift them Books, Bags, Stationary and any other needy items to the children and the students also share the knowledge with children and make them happy, feel at home.
- A sense of respect and responsibility is imbibed and infused among the students for changing their character as a whole.
- Regular visit to orphanages along with the students will enhance the thinking about the elders and the destitute people.

5. Evidence of Success

1. The success of the initiative is that a sense of concern and duty is formed in the minds of students and it will make them realise that never their family members should get such a situation.
2. The true sense of responsibility will be blended with the respect and moral obligation falling upon the young minds as to how they should take care of the elder persons of their family in future.
3. The continuous interaction with the inmates of the orphanages, will build the strong mindset among the young minds not to deviate their focus in ensuring respect, responsibility towards the elders of their families.
4. It is, hence, categorized as one of the best practices with a view to poise the best spirits in the young minds with empathy and responsibility with due respect towards the elder citizens not to lend them to orphanages.

6. Problems Encountered and Resources Required

The problems encountered during the process of initiating the students for visiting the orphanages were many. The students being drawn from heterogeneous groups with various social, economic and cultural backgrounds. The process of synchronizing with the true spirit of the initiative shall not enter into the young minds instantaneously. To overcome this problem, continuous nurturing the idea in their mindsets is imminent. In this way the students' involvement is made a compulsion, to provide a systematic and regular approach to orphanages made possible by the institution. The resources generated for donating the items, needed for the orphanage inmates, are being mobilized from the students and the institution. The idea

behind the initiation is to enable the students to know about how should they contribute to a social cause, a great cause of respecting the elders of the society. Gradually, the scenario has changed and the paradigmatic shift took place, wherein, the students have become more active to fix a date to visit the orphanages regularly.

7. Notes (Optional)

Visiting the orphanages is a great activity as it is initiated to enable the students to come forward to contribute their efforts, concentration and focus for the societal cause. The visit to orphanage is meant for infusing the sense of responsibility among the students as a whole, so it has yielded great results. The visit enables the students to understand the conditions, in which the inmates of the orphanage are living with. Thereby, the very conditions will move a thought process as to how they should care for the elders of their home or their family. This very thought make them and moulds them into a good citizen of the society. Though the means of regular visits to orphanage are thought as an indirect way of their approach to the societal issue, gradually that turned to be giving a direct impact on the minds and lives of the students to turn as responsible citizens. Hence, it is considered as the best practice of the institution.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

DISTINCTIVENESS OF THE INSTITUTION:

Silicon City College was established in the year 2007. A renowned family consisting of a Philanthropist, a social reformer and group of highly educated personalities were responsible in giving birth to the MJ Education Trust. It was long dreams come true for the family to establish the most respected educational institution in Bangalore.

The Missions of the Institution is:

“To provide a joyful learning environment that empowers students to reach their educational and personal potential while nurturing their self-confidence and self-esteem

Adhering to the mission of the institution, it has created the wonderful and joyful learning environment which empowers the student to achieve the zenith of the educational and personal potential. Silicon City College has a vast beautiful campus of about 3.5 acres situated in a semi-urban area at Krishna Raja Puram, Bangalore. The location of the institution and the environment is peaceful and calm. Commutation network is very strong and the movement of the people is very convenient in all directions.

The Vision of the Institution is:

“To reach, educate, inspire, grow and nurture today’s generation”

The institute has very successfully lived up to its vision to reach out one and all, to provide quality education by inspiring and nurturing the rich values of the human resource and community that we live in. Most of the students of the institution are from the rural and remote areas. In order to support them economically the institution provides scholarship facilities to the needy and talented students.

Imparting the Best Education the Students:

Silicon City College students have bagged the highest marks at Bangalore University Level during 2014-15 academic year by registering the event by

Kunal Gourav, with Register No: 11G6C18024 with Code:G6, securing 79.75% with university’s 9th Rank in BBM Degree Examinations held during May/June 2014.

Secondly, Silicon City College has marked its distinctiveness yet again, which was communicated vide Annual 52nd Convocation Provisional Rank List of Bangalore University, dated 22-11-2016, for the year 2016-17 by capturing (a) University 3rd rank by Smita Kumari Karan with Register No: 13G6C24015, securing 80.06% , (b) University 4th rank by Suman Kunwar with Register No: 13G6C24017, securing 79.63% and University 8th rank by Deepak Kumar Sah with Register No:13G6C24005, securing 78.03%, in the BBM Examinations held during May/ June-2016.

Imparting the Best Education to Foreign Students:

The College imparts the best education to the students of foreign origin. The college has admitted foreign students, who were chosen under different scholarship schemes, administered by the Indian Council of Cultural Relations, Ministry of External Affairs, Government of India for the academic years 2016-17, 2017-18 and 2018-19. During these Academic Years total 12 students are admitted, of which, 06 students from Afghanistan, 01 student from Indonesia, 01 student from Myanmar, 01 student from South Sudan and 03 students from Bangladesh. 07 students from Nepal and 2 students from srilanka.

Most of the students, who have graduated from this institution have been pursuing higher education and are an asset to the nation.

In order to keep the students motivated and inspired the institution holds various workshops by motivational speakers.

The quality of education provided by the institution has resulted in the personal growth of the students which may be emotionally or economically.

The college has been providing comprehensive programs to the various students from the State, Nation and across the globe. The dedicated faculties impart world class education by providing the most innovative teaching learning practices to develop the intellectual abilities imbued with social, moral, cultural and ethical values. It has developed very strong relationship with industry leaders and business experts from all the profession to impart specialized training to prepare the students to competitively and successfully place the most demanding global requirements.

At Silicon City College, a proper encouragement is given to visits to places having the Historical Importance as part of bringing proper awareness on the History and Heritage of the Country. The college has arranged a visit to a Museum, wherein the students have seen the Halmidi Inscription (the First Inscription of Kannada), Pre-historic Things, Historical Maps, Copper Plate Inscriptions, War Weapons, Miniature Paintings, Models, Dress Material, Hand-written Manuscripts, Temple Reliefs, Temple Sculptures, Hero Stones, Masti Stones and Memorial Stones etc.

The College is specialized in celebrating the Week as “Colors’ Week”. To elaborate, the college commemorates the event to bring in the importance of the item, choses for that week, linking with a colour.

Enactment of Nirvana Shatkam:

This event goes in search of self in a human being. It’s a cultural representation of what Adi Shankaracharya has specified in his writings on searching the “self” in a human being. It’s about “ Whom I amn’t?” During the enactment, right from the attender of the college to the Chairman of the College, the spirit of identifying and searching the element of “self” in everyone has gone on.

Suggi Festival:

Silicon City College celebrates Suggi Festival during Harvesting season of the year, i.e., during Sankranti Festival times. The event goes on by upholding the cultural and traditional representation of the event that had gone during the olden days in villages. This adds extra colour and vigor to the event due to the fact that the students hailing from rural background will enthusiastically celebrate this event with the utmost happiness and gaiety.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Silicon City College has a well-defined organizational structure. The College is managed by MJ Education Trust. The Managing Trustee members review and evaluate the academic progress, administrative processes and curricular, co-curricular and extension activities of the College periodically . The Governing Council steers the organization's management systems, their implementation and continuous improvement of the Institution.

Academic Committee reviews the academic functioning of the College. Management approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual are approved by the Governing Council.

The Institution is headed by the principal. Principal is responsible for the functioning of the College and growth including administrative, academic, co-curricular, extra-curricular and extension programmes.

College Library:

The college has central library and four small departmental libraries. The library houses 5328 number of books for UG and PG programs of which 200 are Reference Books, subscription for journals 8 and 10 periodicals, and access to 80,409 e-resources, 120 CD/DVDs and 1,35,000 e-books.

Web OPAC (Online Public Access Catalogue) facility is made available through NEWGENLIB Library Management Software version 3.1.1 since 2014. One separate node is made available in the Central Library for OPAC facility. And the software is partially used in the central library, Electronic Resource Management package for e-journals The library subscribes to INFLIBNET.

There is an Open Access Catalogue for students and staff. The reading room is furnished to accommodate students and provides excellent environment for Reading. New arrivals of books and journals are displayed on separate stands and racks. An Exclusive reference section is also accessible in the central library. A Log in and out register is maintained for students and staff. CCTV cameras are installed in the library for strict surveillance and Each student gets security of resources is ensured at the exit point for all resources borrowed. Visitors are also required to sign noting the time of entry and exit.

Concluding Remarks :

At the outset, Silicon City College has kept all the imperatives open to adopt for enhancing the educational pursuit to get qualitative improvement in the learning environment year after year. The college equally visualizes the essential development and growth among the students to focus on their employability, professional development and horn their entrepreneurial interests, their social enterprises and their research activities to excel in every chosen fields during period they pursue their studies and thereafter their settlement in lives. The institution strives hard to produce the students with high caliber to serve the society at large. The outlook of Silicon City College chooses its endeavor for getting accredited to NAAC, will truly show the urge of the institution to get into excellence and sustain the excellence permanently. In this very journey, the institution enables the students move out as shining finished products of the college with the best caliber and

humanism.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>03</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per data provided by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	4	4	3	3	1	2018-19	2017-18	2016-17	2015-16	2014-15	4	3	03	3	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	4	3	3	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	3	03	3	1																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>14</td> <td>16</td> <td>12</td> <td>09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As Participation in BOE, LIC, Subject Syllabus Committee, Peer Team Visit, IQAC meetings, Examiner ship, Own institution or any other institutions etc. will not be considered as per SOP hence HEI input edited as per provided HEI documents.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	04	14	16	12	09	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
04	14	16	12	09																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	00	00	00																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 06</p> <p>Answer after DVV Verification: 05</p>																				

Remark : Courses of varying durations (of at least 30 contact hours) will be considered hence HEI input edited as per provided HEI documents

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 72

Answer after DVV Verification: 31

Remark : Certificate from host company will be considered hence HEI input edited as per provided documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
03	06	29	27	34

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
03	06	29	28	32

Remark : HEI input data edited as per provided HEI documents.

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 24

Answer after DVV Verification: 25

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
08	25	18	02	08

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
06	18	08	01	0

Remark : HEI input edited as per provided HEI documents .

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
02	02	01	01	01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	00	00	00

Remark : HEI input edited as per provided HEI documents as no relevant document regarding field trip are provided only photos provided.

3.5.2 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)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
07	05	03	02	02

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	3	2	2

Remark : HEI input edited as per [provided HEI documents

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10.91218 28	17.97665	26.64307	18.68881 65	18.89650

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8.75361	17.97665	26.64307	18.68881 65	18.89650

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.37	0.22141	0.59	0.51	1.14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.19024	2.20466	3.28691	2.38540	1.39702

Remark : HEI input edited as per provided HEI documents

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4.05141	5.15542	4.24203	3.64973	2.33441

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

4.00812	4.42469	4.24958	3.64973	2.33441
---------	---------	---------	---------	---------

Remark : HEI input edited as per provided HEI documents

5.1.4	<p>Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>155</td> <td>201</td> <td>134</td> <td>164</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 775 1046 909"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>124</td> <td>203</td> <td>151</td> <td>164</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per provided HEI documents</p>	2018-19	2017-18	2016-17	2015-16	2014-15	117	155	201	134	164	2018-19	2017-18	2016-17	2015-16	2014-15	105	124	203	151	164
2018-19	2017-18	2016-17	2015-16	2014-15																	
117	155	201	134	164																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
105	124	203	151	164																	
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1189 1046 1323"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>27</td> <td>17</td> <td>63</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1402 1046 1536"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>27</td> <td>17</td> <td>50</td> <td>22</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per provided HEI documents</p>	2018-19	2017-18	2016-17	2015-16	2014-15	10	27	17	63	22	2018-19	2017-18	2016-17	2015-16	2014-15	10	27	17	50	22
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	27	17	63	22																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	27	17	50	22																	
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education</p> <p>Answer before DVV Verification : 14</p> <p>Answer after DVV Verification: 11</p> <p>Remark : HEI input edited as per provided HEI documents</p>																				
5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p>																				

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
05	13	05	05	05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	18	08	08	08

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
04	03	02	01	01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
04	04	02	01	01

Remark : HEI input provide as per provided HEI documents .

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	04	06	02	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

2	4	4	02	6
---	---	---	----	---

Remark : HEI input edited as per provided HEI documents . Conference will not be considered in this metric.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	06	01	02	02

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
04	01	02	01	01

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1.002500	2.099710	0	0	0.419040

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.002500	2.099710	0	0	0

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	04	07	03	05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

Remark : HEI input edited as per provided documents as most of the activities contribute to engage local communities .ONLY Resource person from surrounding area,dance,cricket club is considered for all the assesment year is considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	04	06	03	03

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	03	06	03	03

Remark : HEI input edited as per provided HEI documents

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
08	07	07	07	06

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	06	06	06

Remark : HEI input edited as per provided HEI documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>24</td> <td>26</td> <td>26</td> <td>26</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	24	24	24	24	24	2018-19	2017-18	2016-17	2015-16	2014-15	25	24	26	26	26
2018-19	2017-18	2016-17	2015-16	2014-15																	
24	24	24	24	24																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
25	24	26	26	26																	
1.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>27</td> <td>27</td> <td>27</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	25	25	25	25	25	2018-19	2017-18	2016-17	2015-16	2014-15	27	27	27	27	27
2018-19	2017-18	2016-17	2015-16	2014-15																	
25	25	25	25	25																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
27	27	27	27	27																	
2.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>62.6913217</td> <td>68.5841435</td> <td>121.196922</td> <td>75.2723392</td> <td>81.5171515</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>61.69132</td> <td>122.6036</td> <td>167.7563</td> <td>80.49746</td> <td>128.0456</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	62.6913217	68.5841435	121.196922	75.2723392	81.5171515	2018-19	2017-18	2016-17	2015-16	2014-15	61.69132	122.6036	167.7563	80.49746	128.0456
2018-19	2017-18	2016-17	2015-16	2014-15																	
62.6913217	68.5841435	121.196922	75.2723392	81.5171515																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
61.69132	122.6036	167.7563	80.49746	128.0456																	
2.3	<p>Number of computers</p> <p>Answer before DVV Verification : 43</p> <p>Answer after DVV Verification : 45</p>																				