



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE

JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE, OOTY ROAD, MYSURU
570025

<https://www.jsscacs.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Suttur Math, with a legacy spanning over a millennium, is dedicated to promoting social and economic justice through spiritual principles. Over its extensive history, it has served humanity through a lineage of Pontiffs, benefiting over 100000 students and nearly three lakh patients are treated in the hospitals and clinics run by the Math every year. Spearheading its educational endeavors is Jagadguru Sri Shivarathreeswara Mahavidyapeetha (JSSMVP), established in 1954, which operates more than 300 institutions worldwide, including schools, colleges, hospitals, and research centres.

JSS College of Arts, Commerce and Science (JSSCACS), stands as the first-degree college founded in 1964 under the auspices of JSSMVP, delivering value-added education in various disciplines. Accredited with a '4-Star' Grade by NAAC in 2001, it achieved Autonomous status in 2005 and subsequent 'A' Grade accreditation from NAAC, with CGPAs of 3.03, 3.04, and 3.21 in 2008, 2014, and 2018-19, respectively. Recognized as a 'College with Potential for Excellence' by UGC, it has undertaken significant interdisciplinary research projects, securing multiple grants for its endeavors.

JSSCACS offers a diverse range of programmes, including 21 undergraduate and 15 postgraduate and 9 Ph.D programmes in various disciplines. With a faculty strength of 182, including 67 doctoral degree holders, and supported by 64 non-teaching staff, the college caters to a student body of 3581, comprising 2541 in Bachelor's and 1040 in Master's levels of studies. There are 52 doctoral scholars in the college. The college campus encompasses well-furnished facilities across 7.08 acres, including 69 classrooms, 35 laboratories, Auditorium with AV facilities, Media Studio with Camera, Audio Mixer, Video Switcher, Televisions and editing softwares, Library with 77808 text books in 47429 titles, 10000 e-books, and access to various e-journals through INFLIBNET facility. The Community Radio Station 91.2 FM sanctioned by Ministry of Information and Broadcasting is functioning. Women's Hostel in the campus can accommodate 277 wards. The college provides an extensive range of courses, including career-oriented programmes, vocational and value added courses, while actively engaging in research and publishing endeavors, with notable contributions to academic literature and participation in scholarly events.

Vision

To be known as an institution providing need-based, skill-integrated, cost-effective, quality and holistic education, transforming the students into globally competitive, employable and responsible citizens and to be recognized as a center of excellence

Mission

- To create and acquire relevant knowledge along with skills and global competencies and disseminate the same among students
- To provide holistic education through relevant curricula, programmes and pedagogic innovations focusing on employability and self-employment
- To undertake research work contributing to the creation of knowledge, skills and its applications for

sustainable development

- To establish linkage and collaborations for the betterment of teaching, learning, research and extension
- To provide good infrastructure, human resource and necessary support-services for the betterment of students' progress and welfare
- To promote national integration, human rights, universal brotherhood and community development activities through inclusive practices

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Effective governance:** The effective governance under the able guidance and blessings of His Holiness Jagadguru Sri Shivarathri Deshikendra Mahaswamiji, the President of JSS Mahavidyapeetha, the seamless coordination and oversight of the academic proceedings by the Executive Secretary, Director and officials of JSS Mahavidyapeetha, and the Chief Executive of the College is elevating the institute to one of the top most positions in the City.
2. **Academic Excellence:** The college exuberates a strong tradition of academic excellence, reflected in its accreditation and recognition by bodies like NAAC and UGC. Its diverse range of Undergraduate, Postgraduate, and Doctoral Programs, along with specialized vocational courses, offer students a comprehensive educational experience.
3. **Infrastructure and Facilities:** The college campus is equipped with modern facilities, including well-furnished ICT Classrooms, Laboratories, Auditorium, Library, Sports Grounds, Media Studio and a Community Radio Centre. The presence of a reliable internet connection and Wi-Fi coverage ensures faculty and students have access to essential resources for learning and research.
4. **Committed qualified and experienced faculty:** With a faculty strength of 182, including a significant number of doctoral degree holders, college benefits from a team of experienced and qualified educators. Their expertise contributes to the quality of education and research outcomes, providing students with valuable guidance and mentorship.
5. **Skill development avenues:** The strength of skill development avenues in the college is highlighted by its robust Vocational Education programs offered through the Deen Dayal Upadhyay KAUSHAL Kendra (DDUKK). These programs are meticulously designed to equip students with practical skills and industry-relevant knowledge, enhancing their employability and readiness for the job market. By integrating vocational education into the curriculum, the college provides students with hands-on training, industry exposure and certification.
6. **Research and Innovation:** The college encourages research and innovation among faculty and students, with numerous research projects undertaken across various disciplines. Opportunities for interdisciplinary collaboration and access to funding from agencies like UGC, CSIR, DST, VGST and others enhance the research ecosystem within the college. With a total 19 Research Guides, the college creates an ecosystem for undertaking research in subjects namely, Kannada, English, Biochemistry, Biotechnology, Physics, Chemistry, Mathematics, Commerce and Social Work.

Institutional Weakness

1. **Lack of space for new programmes:** One of the weaknesses presently faced by the college is a little constraint of space, which limits the scope for expanding programmes within the existing campus. In order to overcome this challenge an additional building is under construction.

2. **Weak diversity with respect to foreign nationals:** Despite its good infrastructure and academic facilities, the college has not succeeded in attracting considerable number of Foreign Students. This is due to lack of visibility and promotion of its offerings to international audiences. This weakness hampers the institution's efforts to diversify its student body, foster cross-cultural exchange, and establish partnerships with foreign Universities or Institutions. Without a robust strategy for promoting its programmes to international students, the college may miss out opportunities to enhance its global reputation and competitiveness in the international education market. Proactive measures such as developing targeted marketing campaigns, participating in international education fairs, establishing partnerships with foreign agencies, and creating specialized support services tailored to the needs of international students are at the end of consideration.

Institutional Opportunity

1. **Enhanced Collaboration:** Collaborating with industry partners, research institutions, and other academic organizations can create opportunities for joint research projects, internships, and knowledge exchange programs. Such collaborations can enrich the learning experience and broaden students' horizons.

2. **Technology Integration:** Embracing technology-enabled learning platforms, virtual labs, and digital resources can enhance the quality and accessibility of education, especially in the wake of the COVID-19 pandemic. Investing on technology infrastructure and training can unlock new opportunities for innovation in teaching and learning.

3. **Transforming into multidisciplinary education institution:** The college has the potential for transforming into a multidisciplinary education institution. Embracing multidisciplinary education allows the college to stay relevant in a rapidly changing academic landscape, where interdisciplinary knowledge and skills are increasingly valued.

Through the introduction of new programmes and courses spanning various disciplines such as technology, humanities, social sciences, and business management, the college can attract a more diverse student body and cater to evolving industry demands. Multidisciplinary education encourages collaboration, innovation, and critical thinking across different fields, preparing students for the complexities of the modern workforce and global challenges.

Furthermore, transforming into a multidisciplinary institution presents opportunities for cross-disciplinary research, partnerships with industry leaders, and engagement with community stakeholders. By fostering an environment that encourages interdisciplinary collaboration and exchange of ideas, the college can position itself as a hub for innovation and knowledge creation.

To capitalize on this opportunity, the college can invest in faculty development programs, infrastructure upgrades, and curriculum enhancements to support the expansion into multidisciplinary education. Additionally, strategic partnerships with other institutions, industry partners, and research organizations can facilitate knowledge sharing, resource pooling, and collaborative initiatives aimed at addressing societal needs and driving positive change.

4. **Community engagement and extension activities:** Having courses on Humanities and Social Sciences the college has the opportunity of getting connected with communities to address issues relating to their Lives. These kinds of engagements would give us twin benefits of helping communities and creating a good public image. The college's Community Radio Station is there to support these activities.

Institutional Challenge

The college faces significant challenges, particularly concerning the sustainability of providing cost-effective education, where majority of the students are from rural areas and a gap for innovation due to lack of financial resources.

1. Sustainability of Cost-Effective Education: Serving a significant portion of students from rural areas brings forth the challenge of sustaining cost-effective education. These students often come from economically disadvantaged backgrounds, making affordability a critical factor in their access to higher education. The college must continually strive to balance the delivery of quality education with affordable tuition fees and accessible support services. Rising operational costs, including faculty salaries, infrastructure maintenance and resource procurement, further exacerbate the challenge of maintaining affordability while upholding educational standards. All these shortcomings are made good of by financial support from the Management.

2. Innovation Gap Due to Resource Constraints: The lack of resources presents a significant obstacle to fostering innovation within the college. Innovation is crucial for enhancing teaching methodologies, curriculum development, research endeavors and the overall learning experience. However, limited financial resources, and inadequate technological support can impede the ability of the college to invest in innovative initiatives. Without sufficient funding and access to modern educational tools and technologies, the college may struggle to adapt to evolving pedagogical trends, incorporate interdisciplinary approaches, and promote research and development activities among faculty and students.

3. Strengthening of Alumni-institute network: There is always a good response from Alumni to meet the needs of the college. However, many alumni, especially those from rural backgrounds, may face financial constraints, making it difficult for them to contribute. The college is striving to overcome this challenge by creating avenues for alumni engagement apart from financial support, such as mentorship programs, networking events and volunteering opportunities. By emphasizing the value of their non-monetary contributions and showcasing the positive impact of alumni involvement, the institute is anticipating and encouraging the Alumni in greater participation and foster a stronger sense of community.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

JSS College of Arts, Commerce, and Science is committed to ensuring the curriculum's design and delivery align with contemporary learning outcomes and market demands. The institution emphasizes offering courses that enhance employability, entrepreneurship, and job-oriented skills across various programmes, including B.Com, M.Com, BBA, MSc, MVoc, and MCA. From 2018-19 to 2022-23, around 30% of the 2099 courses introduced were new, reflecting the college's responsiveness to evolving educational needs. These courses are crafted to equip students with practical skills and knowledge, preparing them effectively for the professional world.

The college also integrates courses that address crucial aspects like Professional Ethics, Gender, Human Values, Environment, and Sustainability, which are aligned with the Sustainable Development Goals. These are

incorporated into both undergraduate and postgraduate programmes, ensuring a holistic approach to education. The National Education Policy (NEP) 2020 was adopted by the college in 2021-22, introducing the Academic Bank of Credits to provide greater flexibility in learning pathways for students. This policy framework has enabled the institution to enhance its academic offerings and cater to diverse educational needs.

To further support the development of practical skills and ethical values, the college offers 54 value-added and career-oriented courses. These include Bharathiya Samskruthi, Sharana Sahithya, Soft Skills, Life Skills, Horticulture, Organic Farming, Biofertilizers, etc. These courses are designed to impart essential life skills and knowledge that are critical for students' personal and professional growth, ensuring they are well-rounded and prepared for various career paths.

Structured feedback from stakeholders such as students, teachers, employers, alumni, and academic peers is an integral part of the college's curriculum development process. This feedback is systematically collected, analyzed, and utilized to make informed improvements, ensuring the curriculum remains relevant and effective. The outcomes of these are analysed and the subsequent actions taken are transparently made available on the college's website, promoting accountability and continuous improvement.

The college's proactive approach to curriculum design, incorporation of value-based education, and adoption of innovative policies reflects its commitment to providing high-quality, relevant, and inclusive education that meets the demands of both the present and the future thus to justify the mission and in turn the vision.

Teaching-learning and Evaluation

JSS College of Arts, Commerce and Science is offering diverse programmes at undergraduate, postgraduate, and Ph.D levels in Arts, Commerce, Science, and Vocational fields. With an inclusive admissions policy, combining roaster cum reservation and merit systems, the college ensures opportunities for students from all backgrounds.

The college organizes special programmes like remedial classes and bridge courses to address diverse learning needs. Fostering a student-centric approach, it promotes participatory, experiential, and problem-solving methodologies. With a commendable student to full-time teacher ratio of 1:20.8 and a cadre of more than 150 well-versed teachers on an average, personalized attention and effective knowledge dissemination are ensured.

Embracing technology, the college utilizes ICT facilities for enriched learning experiences. From projectors to online platforms like Zoom and Webex, technology is seamlessly integrated into the educational process. Learning materials are distributed through LMS and YouTube channels.

An effective mentoring system emphasizes not only academic excellence but overall growth. Departments meticulously plan academic calendars, lesson plans, and work diaries, ensuring transparency and accountability in teaching-learning activities.

The college conducts centralized internal evaluation tests for undergraduate programmes and departmental-level assessments for postgraduate programmes, ensuring a comprehensive evaluation framework of academic excellence. Examinations are conducted as per schedule, with results declared promptly within 24 days, facilitated by IT integration through systems like Takshashila and UUCMS, reducing administrative bottlenecks. A high student satisfaction rate, reflected in minimal requests for revaluation or redressal, underscores the institution's commitment to excellence.

The implementation of Outcome-Based Education (OBE) further highlights the college's progressive approach. By aligning curriculum and assessments with predefined learning outcomes, holistic student development is ensured. A dedicated monitoring committee oversees OBE's effective implementation, fostering continuous improvement.

Feedback mechanisms, including a Student Satisfaction Survey comprising 20 questions and an open-ended opinion query, solicit student input on teaching, learning, and evaluation processes. Responses are meticulously analyzed for trends and areas of improvement. A comprehensive report, followed by necessary action plans, is prepared and hosted on the college website for transparency.

College stands as a paragon of educational excellence, steadfast in its mission to empower students and nurture future leaders through a holistic education, robust evaluation systems, and innovative practices.

Research, Innovations and Extension

The College is committed to engaging faculty members and students in research, innovation and extension activities. The research is governed by the research promotion policy as hosted at <https://www.jsscacs.edu.in/sites/default/files/Files/Research%20Policy.pdf>. The College has an exclusive central research facility with modern equipment and adequate space to accommodate research scholars of diverse disciplines and IPR Cell. JSS College has a JSS Research Centre through which a total of nine departments are offering PhD Programmes.

The departments offering PhD Programmes are Physics, Chemistry, Mathematics, Biotechnology, Biochemistry, Commerce, English, Kannada and Social Work affiliated with the University of Mysore, with 52 research scholars pursuing PhD in various disciplines of Arts, Commerce and Science. 19 Faculties are recognized as PhD guides.

The College supports research activities through the grant of seed money and a total of Rs. 10.00 lakhs for five years has been provided to the teachers to carry out projects. Teachers are encouraged to pursue postdoctoral studies. Since 2019, a total of 9 projects have been funded by ICMR, DST and DRDO. The College has been at the forefront of publishing research articles in highly reputed National and International Journals. A total of 141 research papers were published during the assessment period starting from 2019 in WoS, SCOPUS indexed and UGC CARE List Journals.

The College follows the University of Mysore regulations for Plagiarism prevention as a mandatory requirement by the University. Further, the faculty also makes use of the Turnitin Software link provided by the faculty alumnus. Many faculties have published books and chapters in books bearing ISBNs. A few teachers have generated a sum of Rs. 2.89 lakhs through corporate training, which is a strong motivation for other teachers too. The College has received a good number of appreciation from various bodies for the extension activities organized by NCC and NSS Units during the last five years. The College has signed 58 MoUs with national/international institutions/universities/industries, and corporate houses for academic and research collaborations.

Infrastructure and Learning Resources

JSS College of Arts, Commerce, and Science possess a sprawling campus covering 7.08 acres, nestled at the

base of Chamundi Hill in the Heritage City Mysore. This prime location offers convenient access to various public transport options, facilitating easy commuting for students. The campus, self-contained in nature, meticulously attends to the academic, cultural, and athletic requirements of its students.

During the period from 2018 to 2023, 8.28% of the total expenditure was incurred for enhancing infrastructure, while 89.63% was for the upkeep of physical infrastructure and academic support facilities. The college buildings are with a total built-up area of 236266.65 Sq.ft.. Furthermore, the college extends its infrastructure for public examinations, community-oriented initiatives and Election Commission of India, thereby sharing its resources for societal benefit.

Notably, the campus is designed to be 'disabled-friendly,' featuring amenities such as ramps, lifts, specially equipped bathrooms, and wheelchairs. In the academic realm, the college caters to a diverse array of 31 undergraduate, 15 postgraduate, and 9 doctoral programmes. The college offers more than 50 varied short term courses. The college has 69 ICT facility enabled classrooms, 1 seminar hall, 39 laboratories, a language lab, and an auditorium with a seating capacity of 600.

Moreover, the institution provides robust IT facilities, with 441 computers maintaining a computer to students ratio of 1:8, along with 4 photocopiers, 72 projectors, and Wi-Fi connectivity across the campus. Security measures are in place, ensuring the protection of computer systems with internet security and antivirus software. Additionally, the campus hosts a recording Media Studio and a community radio station.

The library, equipped with barcode technology, spans 14,904 Sq.ft. and enriched with 77,808 books in 47,429 titles. E-Journals and e-Books are accessible through INFLIBNET and N-LIST. Facilities such as Volleyball and Basketball Courts, Badminton and Handball Courts, Football and Cricket grounds, Indoor games and a fully equipped Gymnasium are for physical fitness of students.

The campus also has Community Radio Station 91.2 FM, Canteen, Women's Hostel, Guest Room, Medicinal garden named Ayurveda, and a Vermi composting unit. These facilities contribute to fostering a vibrant and holistic learning environment in the college.

Student Support and Progression

The College has established appreciable avenues for students' support and to bring to the satisfaction level. College has received scholarships from different departments of Government of Karnataka. Statistics shows that more than 60% of our students are benefitted by scholarships. Our college also provides financial assistance to poor and meritorious students. The CET cell is aimed at providing necessary guidance to clear the competitive examinations to the aspiring students. The cell has guided more than 500 students during last five years. The College conducts various skill enhancement activities such as Soft skills, Language and communication skills, Life skills and Awareness of trends in technology in order to make the students proficient in the prevailing job market. The College has an effective Grievance Redressal Cell to resolve the grievances and an Anti Ragging Committee which initiates preventive measures to eradicate ragging in and outside the campus. The Placement Cell of the college is actively helping the students to get into the job placements/ higher education by organizing campus drives in collaboration with various industries/ institutions/ organizations. Due to these efforts 1402 students have progressed for higher education and 717 students have been placed in various job sectors. Many are self employed in various sectors. 32 Students have qualified in various State/ National level examinations during the last five years. 96 students have achieved awards/medals for their outstanding performance in sports activities at inter collegiate/ University / State /National /

International level during the last five years. The college has Students Association since its inception. They have been actively engaged in the academic and administrative functions. This gives opportunities to students to participate actively in co-curricular and extracurricular activities. Annually the college conducts Sports competitions, Cultural competitions, Technical and Academic Fests to showcase the hidden talents and potentials of the students. The College has a functional Alumni Association. It meets periodically to discuss the ways and means to improve the academic environment of the College. The college has received nearly 60 lakhs from alumni contributions. The knowledge of alumni are utilized to improve the skills of college students.

Governance, Leadership and Management

JSS College of Arts, Commerce, and Science upholds a vision and mission centered on societal needs through the provision of quality education. The governance structure, including the Governing Body (GB), Academic Council (AC), Board of Studies (BOS), and Finance Committee, plays a pivotal role in the institution's continuous reformation efforts. To maintain high standards in academic and administrative processes, the IQAC implements robust quality benchmarks. Moreover, the college has established various committees such as the Grievance Redressal Committee, Anti-ragging Committee, Student Welfare Committee, and Anti-Sexual Harassment Cell to address specific needs and concerns, ensuring a supportive environment for all students.

The college has embraced e-governance across critical areas including finance, accounts, student admissions, and examinations. The college's commitment to faculty welfare is evident through its comprehensive empowerment strategies. Faculty members are encouraged to engage in professional development activities such as paper presentations and attending orientation programmes, refresher courses, and faculty development programmes. Access to opportunities like On Official Duty (OOD) for these activities, participation in academic activities, and benefits from co-operative societies showcase the institution's dedication to the welfare of its staff. Health benefits at JSS Hospital and the Employees' State Insurance (ESI) further support faculty welfare. The college conducts annual performance appraisals to assess and enhance faculty contributions.

Finance Committee is vigilant in planning and securing resources to ensure sustainable financial health. The college's audit processes encompass not just financial aspects but also academic and administrative domains, with regular monitoring by management through detailed audit and progress reports. Funding strategies include securing external sponsorship from funding agencies like UGC, DBT, ICMR, VGST, NAAC etc. Additionally, community engagement initiatives benefitted from funding through alumni and other stakeholders.

The IQAC actively supports the college in internalizing and institutionalising the quality initiatives in academics, research, and administration. With the culture of practice, IQAC takes care in submitting the AQAR, upgrading curricula, organizing seminars, workshops, and conferences, collecting feedback from stakeholders and necessary follow-ups for quality enhancement, promoting ICT in education, evaluation of outcomes' attainments, documentation and research. Through these efforts, the IQAC significantly contributes to the institution's growth.

Institutional Values and Best Practices

JSS College of Arts, Commerce, and Science prioritize safety through structured squads, CCTV surveillance, and ID cards, with medical camps and emergency transport. Grievance and anti-harassment cells support female students, while a mentorship system addresses student welfare. The college fosters holistic development

through co-curricular activities and professional guidance, with a dedicated common room for female students.

The institution implements alternative energy sources and conservation measures such as solar energy, grid wheeling, and sensor-based energy conservation, thereby reducing overall energy consumption. Waste management includes handling solid, liquid, biomedical, and e-waste, with emphasis on composting, recycling, and responsible e-waste disposal. Decentralized composting and educational initiatives promote sustainability across the campus.

Comprehensive water conservation facilities include rainwater harvesting, construction of tanks and bunds, wastewater recycling, and maintenance of water bodies, ensuring sustainable water management.

A verdant campus prioritizes sustainability, integrating eco-friendly practices and educational initiatives. Annual green audits ensure continuous improvement, with key measures like solar water heaters, digital libraries, and sustainable transportation. Efforts like rainwater harvesting, vermi-composting, and LED lighting underscore the commitment to environmental responsibility.

Regular quality audits on environment and energy confirm the institution's commitment to sustainability through green and energy audits, campus recognitions, and community engagement.

The institution fosters inclusivity with barrier-free facilities, personalized support, and digital accessibility for individuals with different abilities. Initiatives favour cultural, regional, linguistic, communal, and socioeconomic diversity, extending to curriculum design and pedagogy.

Constitutional awareness is promoted through workshops, seminars, and community service, enhancing understanding of constitutional values. A Code of Conduct is enforced, with regular ethics programmes for all members.

As a Best Practice, the college operates JSS Radio 91.2 FM Community Radio Station to provide development-related information on Education, Health, cultural heritage, etc. Another Best Practice, JSSACS Competitive Examination Training Cell, enhances students' competitive abilities for government and corporate careers through coaching and workshops.

The institution aims to provide quality, need-based education for global competitiveness and national development, emphasizing skill development, vocational courses, and holistic education. Continuous improvement ensures educational excellence, integrating extracurricular activities, community service, and leadership development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE
Address	JSS College of Arts, Commerce and Science, Ooty Road, Mysuru
City	Mysuru
State	Karnataka
Pin	570025
Website	https://www.jsscacs.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	M. Prabhu	0821-2548380	9880547493	0821-2548238	jsscacs.naac@gmail.com
IQAC / CIQA coordinator	N. Rajendraprasad	0821-2548236	9880547493	-	jsscacs.iqac2003@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and 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	
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Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1964
Date of grant of 'Autonomy' to the College by UGC	28-01-2005

University to which the college is affiliated

State	University name	Document
Karnataka	University of Mysore	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-03-1998	View Document
12B of UGC	31-03-1998	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
AICTE	View Document	15-05-2023	24	For MCA Programme

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	21-07-2010
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	JSS College of Arts, Commerce and Science, Ooty Road, Mysuru	Urban	7.08	21949.89

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,Journalism and Political Science	36	Twelfth standard pass	English	40	25
UG	BA,Arts,History and English	36	Twelfth standard pass	Kannada	35	32
UG	BA,Arts,History and Political Science	36	Twelfth standard pass	Kannada	60	59
UG	BA,Arts,Economics and Geography	36	Twelfth standard pass	Kannada	50	44
UG	BA,Arts,Kannada and Geography	36	Twelfth standard pass	Kannada	35	32
UG	BSc,Science, Botany and Zoology	36	Twelfth standard pass	English	20	19
UG	BSc,Science, Microbiology and Biotechnology	36	Twelfth standard pass	English	34	32
UG	BSc,Science,	36	Twelfth	English	40	40

	Physics and Computer Science		standard pass			
UG	BSc,Science, Chemistry and Zoology	36	Twelfth standard pass	English	15	15
UG	BCA,Science ,Computer Application	36	Twelfth standard pass	English	276	276
UG	BSc,Science, Chemistry and Biotechnology	36	Twelfth standard pass	English	25	21
UG	BSc,Science, Physics and Mathematics	36	Twelfth standard pass	English	23	22
UG	BSc,Science, Physics and Chemistry	36	Twelfth standard pass	English	30	21
UG	BSc,Science, Microbiology and Biochemistry	36	Twelfth standard pass	English	20	13
UG	BSc,Science, Chemistry and Botany	36	Twelfth standard pass	English	23	23
UG	BSc,Science, Mathematics and Computer Science	36	Twelfth standard pass	English	20	22
UG	BVoc,Vocati on,Animatio n and Multimedia	36	Twelfth standard pass	English	50	45
UG	BVoc,Vocati on,Software Development	36	Twelfth standard pass	English	25	18
UG	BVoc,Vocati on,Food	36	Twelfth standard pass	English	25	21

	Processing and Engineering					
UG	BBA, Commerce,	36	Twelfth standard pass	English	135	135
UG	BCom, Commerce,	36	Twelfth standard pass	English	207	189
PG	MVoc, Vocation, Software Development	24	BSc or BTech or BCA	English	50	9
PG	MVoc, Vocation, Food Processing and Engineering	24	BSc or BTech or BE	English	50	25
PG	MSc, Physics, Physics	24	BSc with Physics as Major Subject	English	60	58
PG	MSc, Chemistry, Chemistry	24	BSc with Chemistry as Major Subject	English	65	65
PG	MSc, Mathematics, Mathematics	24	BSc with Mathematics as Major Subject	English	40	39
PG	MCA, Computer Science,	24	BSc in Computer Science or BCA as Major Subject	English	60	30
PG	MSc, Computer Science, Computer Science	24	BSc with Computer Science as Major Subject	English	60	52
PG	MSc, Biotechnology, Biotechnology	24	BSc with Biotechnology as Major	English	40	48

			Subject			
PG	MSc,Biochemistry,Biochemistry	24	BSc in Biochemistry or Chemistry	English	46	46
PG	MSc,Botany, Botany	24	BSc with Botany as Major Subject	English	40	21
PG	MSc,Zoology, Zoology	24	BSc with Zoology as Major Subject	English	40	29
PG	MSW,Social Work,Social Work	24	BA or BSc or BSW or BCom or BBM or LLB	English	45	38
PG	MCom,Commerce,	24	BCom or BBA or BBM	English,English + Kannada	60	35
PG	MA,Kannada ,Kannada	24	BA with Kannada as Major Subject	Kannada	50	16
PG	MA,English, English	24	BA with English as Major Subject	English	30	29
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	72	MSc in Physics	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	72	MSc in Chemistry	English	14	8
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	72	MSc in Mathematics	English	5	5
Doctoral (Ph.D)	PhD or DPhil ,Biotechnology,Biotechnology	72	MSc in Biotechnology	English	10	1

Doctoral (Ph.D)	PhD or DPhil ,Biochemistry, Biochemistry	72	MSc in Biochemistry	English	10	1
Doctoral (Ph.D)	PhD or DPhil, Social Work, Social Work	72	MSW or equivalent as prescribed by UGC	English	14	8
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	72	MCom or MBA	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Kannada, Kannada	72	MA in Kannada	Kannada	14	14
Doctoral (Ph.D)	PhD or DPhil ,English, English	72	MA in English	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				4			
Recruited	0	0	0	0	0	2	0	2	1	3	0	4
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				4				168			
Recruited	3	1	0	4	3	1	0	4	72	96	0	168
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				59
Recruited	45	14	0	59
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				3
Recruited	3	0	0	3
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/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	4	3	0	14	20	0	45
M.Phil.	0	0	0	1	1	0	0	1	0	3
PG	1	0	0	0	0	0	8	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	14	0	18
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	31	62	0	93
UG	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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		3	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	723	11	0	0	734
	Female	353	8	0	0	361
	Others	0	0	0	0	0
PG	Male	188	0	0	0	188
	Female	336	16	0	0	352
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	32	0	0	1	33
	Female	20	1	0	0	21
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	38	44	38	31
	Female	30	25	28	44
	Others	0	0	0	0
ST	Male	32	17	27	6
	Female	8	20	14	3
	Others	0	0	0	0
OBC	Male	397	355	247	204
	Female	305	346	265	197
	Others	0	0	0	0
General	Male	311	341	459	465
	Female	290	237	401	348
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1411	1385	1479	1298

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Biochemistry	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
English	View Document
Kannada	View Document
Mathematics	View Document
Physics	View Document
Science	View Document
Social Work	View Document
Vocation	View Document
Zoology	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multidisciplinary/interdisciplinary: JSS College of Arts, Commerce & Science (Autonomous), situated on Ooty Road, Mysuru, has been re-accredited with an "A" Grade by NAAC and recognized as "College with Potential for Excellence" by UGC. Primary aim of the college is to initiate revolutionary changes in curriculum, pedagogy and assessment methods. With a vision to nurture exceptional individuals equipped with knowledge and skills to serve society, the college aspires to benchmark academic practices against global standards. As a multidisciplinary institute, the college offers a wide array of Undergraduate (UG), Postgraduate (PG), Ph.D, Diploma and Advanced Diploma programmes across various disciplines. Embracing the objectives outlined in the National Education Policy 2020 (NEP-2020), the college has embarked on a journey to align its academic endeavours with the guidelines</p>
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provided. The preparatory groundwork, workflow and regulatory framework were established in early 2021, followed by comprehensive training sessions conducted for faculty members through workshops. The faculty fraternity has been empowered with insights into the NEP-2020, ensuring they understand its framework, benefits and advantages. In line with the NEP-2020, the college has introduced Four Years Multidisciplinary Undergraduate Honors Programme with Multiple Exit Options. This innovative programme allows students to pursue two major disciplines along with language studies, generic electives, ability enhancement courses, skill development modules and vocational training. Additionally, extracurricular activities are integrated into the curriculum to provide a holistic learning experience. Wider scope of opting and studying non-cognitive subject adds the opportunity for students to get exposure to multi- and inter-disciplinary knowledge. Students of Arts are offered to study Science and Commerce courses, such as Optional Mathematics, Mathematical Aptitude, Basic Mathematics, Basics of Accounting, Managing Workforce, Financial Literacy, etc. Similarly, the wider scope of opting the course of interest from Arts discipline is also available for Commerce and Science students. Moreover, all PG students can choose an Open Elective course from disciplines other than their core subjects, enhancing their interdisciplinary understanding and skill set. Through these initiatives, the college aims to foster a dynamic learning environment that nurtures well-rounded individuals capable of addressing the challenges of the modern world. The college is committed to provide multidisciplinary education that empowers students to excel in their chosen fields and contribute meaningfully to society.

2. Academic bank of credits (ABC):

The college emphasizes to create educational excellence, continually evolving to meet the dynamic demands of the modern academic landscape. Embracing the transformative vision set forth by the National Education Policy (NEP) of 2020, the college has embarked on a journey of educational reform, aligning its practices with the progressive ethos outlined in the policy. Since the academic year 2021-22, the institution has diligently implemented the NEP-2020 for Undergraduate Programmes,

	<p>steering in a new era of pedagogical innovation and student-centric learning. A pivotal aspect of this transformation is the adoption of the Academic Bank of Credits (ABC) framework, mandated by the University Grants Commission (UGC), which revolutionizes the traditional approach to higher education. With the introduction of multiple entry and exit options, students of the college now have unparalleled flexibility in designing their academic journey. This pioneering initiative empowers learners to chart their own path, allowing them to seamlessly transit between different courses, disciplines and institutions while accumulating credits along the way. By promoting transparency and mobility, ABC empowers the college to adapt to the evolving needs of learners and provide a more inclusive and dynamic learning environment. At the helm of this monumental undertaking is Dr. B. Prabhuswamy, the Controller of Examinations and designated Nodal Officer for the implementation of the ABC framework. The college has successfully integrated its ABC system into the National Academic Depository (NAD) portal, ensuring efficient management and seamless transfer of academic records. As a result, the college has a comprehensive database comprising over 3336 records under the credit transfer system, a testament to its commitment to fostering transparency and accountability in higher education.</p>
<p>3. Skill development:</p>	<p>The college has undertaken concerted efforts to integrate comprehensive knowledge and skills into its curriculum, thereby ensuring ample employment opportunities for its graduates. With the recognition of the University Grants Commission (UGC), the institution has established the Deen Dayal Upadhyay KAUSHAL Kendra (DDUKK), offering Advanced Diploma programmes in Animation and Multimedia and Retail Management under the Community College Scheme. Furthermore, BVoc and MVoc in Food Processing and Engineering, as well as Software Development, have been introduced. BVoc in Animation and Multimedia is also offered. These programmes undergo assessment at various levels in accordance with the National Skills Quality Framework (NSQF). Moreover, the college has diligently aligned its Undergraduate (UG) Programmes with the directives of the National</p>

	<p>Education Policy (NEP) 2020. Specialized courses focusing on Skill Enhancement and Entrepreneurship have been introduced to equip students with contemporary skills vital for today's job market. Concurrently, Postgraduate (PG) students receive consistent training in Skill Development, preparing them for diverse employment sectors. The institution actively conducts Skill Development and Training programmes to impart essential competencies necessary for academic and corporate success. Industry experts play a pivotal role in this initiative, collaborating with the college through platforms like the Confederation of Indian Industry-Industry Institute Interaction and Higher Education (CII-III & HE) Panel, Mysuru zone. Esteemed organizations such as the Central Food and Technological Research Institute (CFTRI) and Excel Soft Technologies Pvt Ltd also contribute to this endeavor through teaching the skill component of the curriculum to students. Various initiatives, including workshops, training sessions, field trips, industry visits, job training, placement orientation, and panel discussions, further enhance students' skills. The JSSCET Cell of the college provides specialized training to students to excel in competitive examinations, ensuring holistic development and employability among graduates. Industry skills are nurtured in students through exhaustive training through practicals, project and dissertation works in laboratories. The students of departments of Biochemistry, Biotechnology, Microbiology, Chemistry, Commerce, Economics, Zoology, Botany, Physics, Food Processing & Engineering, Software Development and Animation and Multimedia have obtained special provisions to visit organizations to understand skills required. Research skills are induced through workshops. Through these multifaceted approaches, the college remains committed to nurture the students with skills poised for success in today's dynamic job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To ensure the appropriate integration of the Indian Knowledge System, including teaching in Indian languages and culture to the academic framework, the college has adopted the following components. The college offers courses in regional Languages alongside English to provide students with the opportunity to learn and communicate in their native languages. A robust language curriculum includes</p>

Kannada, English, Hindi, and Sanskrit, encompassing the essence of linguistic learning. Students keen on exploring additional languages receive dedicated support and access to relevant learning resources online to aid their individual pursuits. Additionally, the institution integrates the teachings of essential Indian Traditional Knowledge, exposing students to the imperative nature of preserving and understanding traditional Indian wisdom in the domains of Science, Arts, Commerce, and Vocational programmes. This emphasis fosters a deeper appreciation and comprehension of India's rich tradition. Moreover, the induction programme conducted in the college plays a pivotal role in sensitizing students to universal human values, ensuring that alongside academic pursuits, learners are instilled with a profound understanding of ethical and universal human principles. The college organizes cultural events, workshops and seminars to celebrate and promote Indian culture, art, music, dance, and literature. The forum of sports and culture is proactive to take care of these activities. The college encourages students to participate in these events to foster a deeper appreciation and understanding of Indian traditions. Various competitions such as essay writing, debate, description of vachana, etc, are organized to showcase the importance of regional languages. The commitment of the college in promoting the Indian as well as regional language Kannada is reflected by the courses offered by Department of Kannada, to mention as an instance, Kannada Samskruthi Chinthane (Ayda Lekhanagalu). Moreover, the faculty and students are given opportunity to take part in competitions to write poems, phrases and vachanas and to publish, or present them in various platforms. Basha Divas programme is celebrated to commemorate Poets. Top priority is given for students and faculty to visit monumental places, like R K Narayan residence, and gathering the background and history of them. Creating awareness about the languages, culture and tradition through Jathas is in practice in the college. College provides the information to students about the online courses focused on Indian knowledge systems, covering topics such as Ayurveda, Yoga, Vedas, Indian Philosophy, and Traditional Arts and Crafts. The courses available on platforms like MOOCs are

	<p>brought to the notice of students for registration. Awareness on the importance of Yoga is created and also made that to be practiced regularly by students. The college concentrates to conduct workshops to update books on IKS and to make students and staff to involve in community engagement activities. These measures have made college for effectively integrating Indian knowledge systems into its academic framework, fostering a holistic educational experience that reflects the rich cultural heritage and diversity of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute is dedicated to equip its faculty members with the principles of outcome-based education (OBE) as part of a transformative shift from a teacher-centric to a student-centric approach. OBE framework is in place for Vocational programmes from 2014-15 and for others from 2017-18. In close collaboration with all stakeholders, the institute has embraced the OBE model as a means to achieve the attainment of Graduate Attributes. Aligned with the vision, mission and programme educational objectives of the college the curriculum development process is meticulously designed to cater to the diverse needs of students across all programmes. It is emphasized to enhance students' analytical and problem-solving abilities for nurturing research and development skills, fostering social consciousness, refining communication skills, and cultivating employability skills. The standardization and the establishment of comprehensive learning outcomes, including Course, Programme, and Programme-specific outcomes, the curriculum is tailored to meet the evolving requirements of the educational landscape. The delivery of the curriculum adheres strictly to the principles of the OBE framework, ensuring consistency and coherence in educational practices. Continuous assessment, through both internal and end-semester examinations, serves as a fundamental component of the educational process, providing valuable insights into student progress and achievement. In line with best practices, Bloom's Taxonomy is employed to map assessment tools and questions to different levels of cognitive learning, fostering a holistic approach to student evaluation. Additionally, the college has developed a comprehensive OBE Manual to guide faculty members in curriculum development,</p>

	<p>delivery, and assessment, promoting adherence to established standards and practices. Assessment and attainment within the OBE framework are guided by rubrics. The OBE execution committee supervises the implementation of OBE and monitors student performance to ensure adherence to established standards. The assessments under OBE to obtain attainments are of two ways: direct and indirect methods. Direct assessments are through internal assessment tests, assignments, seminars, projects, dissertations, field works, end-semester examinations etc. Whereas the indirect mode of assessments are done through surveys. The questionnaires of outcomes are distributed to stakeholders: students (passed out), parents, Alumni, Employers and Peers and solicited for opinion. The responses are consolidated, analyzed and attainment reports are prepared. This analysis is considered for continuous improvement. While implementing NEP-2020 in 2021-22 the curricula of UG Programmes were provided by the University of Mysore as per the Guidelines of the Karnataka State Higher Education Council. Then, it has been seamlessly integrated into the educational framework of the college. This integration is done with minor modifications to suit the overarching goals of the Autonomous College. With OBE principles and practices, the college is striving towards attaining excellence in education.</p>
6. Distance education/online education:	<p>During the COVID-19 lockdown period, the college demonstrated remarkable resilience by swiftly transitioning to online education, ensuring uninterrupted learning opportunities for its students. Despite the challenges posed by the pandemic, the college effectively leveraged digital platforms to facilitate remote learning. The success of online education during the lockdown period prompted the college to consider it as a viable alternative mode of education even beyond the pandemic. Recognizing the potential of online learning to engage students actively and promote continuous learning, the college has the plan to offer distance education or online education for selected undergraduate programmes in the near future, obtaining approval from the relevant authorities. As part of its commitment to providing diverse learning opportunities, students are encouraged to enroll to courses offered through the SWAYAM platform. By participating in SWAYAM</p>

courses, students can access a wide range of learning resources and enhance their knowledge and skills in their areas of interest. Through these initiatives, the college aims to empower its students to become lifelong learners, equipped with the knowledge, skills and adaptability to thrive in an increasingly digitalized and interconnected world. By embracing online education and leveraging digital technologies, the college is poised to expand access to quality education and foster academic excellence among its student community.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, an Electoral Literacy Club (ELC) has been established in the college. The present ELC has the following composition: Dr. Shruthi K C, Dept. of Political Science: Convener Ms. Rathnamma N, Dept. of Economics: Member Dr. Siddagangamma M R, Dept. of Hindi: Member Mr. Dayanand, Dept. of Commerce: Member Mr. Sanjay H V, Dept. of Zoology: Member Mr. Madhu D C: Dept. of Computer Science: Member Members Student Representatives: Ambassadors to Election Awareness Programmes are: Miss. Bhavani P, II BA Student Mr. Rudraswamy B, II BA Student NSS Volunteers. This setup ensures a diverse representation across faculty and student bodies, facilitating comprehensive engagement in activities related to electoral literacy and democratic participation within the college community. The Aims and Objectives of ELC: 1. Promoting Electoral Literacy: The primary aim of the Electoral Literacy Club (ELC) is to enhance awareness and understanding among students about the electoral process, democratic values and the importance of active citizenship. 2. Encouraging Voter Participation: ELC aims to encourage students to actively participate in the electoral process by registering as voters, exercising their right to vote and contributing to the democratic governance of the country. 3. Fostering Democratic Values: The club seeks to instill democratic values such as equality, freedom and social justice among students, thereby nurturing responsible and informed citizens. Roles and Responsibilities: 1. ELC in collaboration with

	<p>District Administration and Municipal Officials to conduct various awareness campaigns and interactive sessions to educate students about electoral processes, voting rights and the significance of elections. 2. To facilitate voter registration drives on campus to ensure all the eligible students to get registered as voters and to participate in elections. 3. To encourage ethical voting practice and discourage malpractices such as vote buying, coercion, or any form of electoral fraud. 4. To involve in monitoring local, state, or national elections to observe the electoral process, identify challenges and to advocate for improvements. Given the increasing role of technology in elections, ELC aims to promote digital literacy among students, educating them about online voter registration, e-voting systems, and cyber security measures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, Student Coordinators and Coordinating Faculty Members are appointed by the college for the Electoral Literacy Club (ELC) and the ELC of the college is indeed functional. The setup of the ELC ensures a diverse representation across faculty and student bodies, making it representative in character. Dr. Shruthi K C from Department of Political Science, serves as the Convener, overseeing the activities of the club. Mr. Santhosh Kumar N, NSS Officer, along with Ms. Rathnamma N from Department of Economics, Dr. Siddagamma M R from Department of Hindi, Mr. Dayanand from Department of Commerce, Mr. Sanjay H V from Department of Zoology and Mr. Madhu D C from Department of Computer Science are all serving as members of ELC. Two student representatives who are the Ambassadors to conduct Election Awareness Programmes of the college are Miss. Bhavani P and Mr. Rudraswamy B, II BA Students. The NSS Volunteers are also taking part actively in the ELC activities. This setup reflects the inclusive nature of the ELC and ensures comprehensive engagement in activities related to electoral literacy and democratic participation within the college community. Therefore, the appointment of coordinators, faculty members and students and the functioning of the ELC contribute to its representative character and effective operation.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include</p>	<p>The Electoral Literacy Club (ELC) of the college has undertaken several innovative programmes and</p>

<p>voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>initiatives to promote electoral literacy and encourage active participation in the democratic process. These initiatives include collaborating with District Administrative Authorities to organize training sessions, Jathas and Street Plays involving 30 NSS Volunteers and partnering with NGOs (Dream Buzz) on online voter registration, facilitating voter registration drives targeting PUC and Degree students. The drive lead to the registration of at least 2000 students. By engaging in these activities, the ELC aims to not only increase voter participation but also promotes ethical voting practices and ensures that underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens, are included and encouraged to exercise their democratic rights. Through these efforts, the ELC contributes to build a more informed, inclusive, and participatory electoral process within the college community and beyond.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has actively undertaken socially relevant projects and initiatives related to electoral issues, contributing to the advancement of democratic values and participation in electoral process. One such initiative is the organization of Jathas by NSS volunteers, faculty, and students, which serve as awareness drives to educate the community about the importance of voting and democratic participation. These Jathas involve marching through local neighborhoods, distributing informational pamphlets, and engaging in discussions with community members to promote voter awareness and encourage registration. The NSS volunteers have undertaken a survey for presence of Voters names in the list and Voters' ID and assisted the citizens to take necessary follow ups. In addition to Jathas, the college regularly organizes orientation and awareness programmes where faculty members and student representatives educate students about the significance of voting and the responsibility of every citizen to participate in the electoral process. Through these programmes, students are encouraged to vote mandatorily, emphasizing the role of young voters in shaping the future of democracy. Some of the programmes conducted by ELC are: 1. Essay writing competition on 'Challenges faced by the Election Commission of India in Conducting Elections' 2. Compulsory Vote Pros-cons 3. Awareness on Form No. 6A & 6B 4.</p>

	<p>Debate on One Nation-One Election 5. Quiz competition for students 6. Election Awareness Programme through a Jatha on 9-11-2023 Some achievements: A student of Name Bhavani P, II BA has won the 1st Prize, and Rudraswamy B II BA has won the 3rd Prize Talluk Level ELC competition organized by SWEEP of Mysuru. Also, in the District Level Quiz competition held at Maharani's College Mysuru on 28-11-2023 Ms. Bhavani P has received Prize from Mr. Javagal Shreenath, a Former Cricketer of India.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club (ELC) of the college through collaborative initiatives among Faculty Members, Student Coordinators and District Administrative Authorities has successfully identified students above the age of 18 years who were to be enrolled as voters in the electoral roll. Utilizing various outreach strategies such as awareness campaigns, registration drives, and interactive sessions, the ELC and college administration have engaged with eligible students to facilitate their voter registration. These efforts have involved disseminating information about the importance of voting, providing guidance on the registration process and offering assistance to students in completing the necessary paperwork. Moreover, the college has institutionalized mechanisms to streamline the voter registration process for eligible students, ensuring that it becomes a regular feature of campus activities. By appointing dedicated Student Coordinators and Faculty Members to oversee voter registration initiatives, the college has established a structured approach to identify and register students who are eligible to vote. Through these concerted efforts, the college has succeeded in registering around 2000 eligible students as voters. By institutionalizing mechanisms for voter registration and fostering a culture of electoral literacy, the college reinforces its commitment to promoting civic engagement and democratic participation among its student body. The web link for ELC of the college and annual report of it may be found at: https://www.jsscacs.edu.in/sites/default/files/Files/ELC%20Report%202023%20-24.pdf</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
03358	3409	3313	2965	3323
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
01359	1019	1099	1118	1292
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	149	142	165	150
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 280

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
452.25	329.52	371.21	489.01	414.29
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The college ensures the adoption of SDG-4 of UN, which is included for curriculum development as prescribed in NEP-2020. Efforts are made to design and deliver curriculum in aligned with SDG-4 to ensure inclusive and equitable quality education. Each department has a Board of Studies responsible for guiding and monitoring curriculum preparation. Syllabi are crafted to align with current market needs, incorporating feedback from students, teachers, alumni, employers and academic peers. This is followed by conducting faculty meetings for syllabus revision and convening Board of Studies' meetings with senior faculty and external experts. The Board of Studies reviews these assessments and presents them to the Academic Council for deliberation and approval. Considering the predominant employment sectors in and around Mysuru region—such as Neutraceutical and Pharmaceutical industries, Software and Hardware Companies, Education and Skill, Food processing, Retail Management, Travel & Tourism, e-Commerce, Entrepreneurship, and Developmental Sectors—the institution's programmes align with the demands of these sectors. This approach facilitates a seamless transition for students from college to industry, addressing shop-floor requirements and practical skill application.

To keep pace with evolving requirements, major curriculum revisions for postgraduate and undergraduate programmes occur every two and three years respectively. Minor modifications are carried out periodically to meet current demands. Programmes are equipped with specific objectives reflected in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which, in turn, shape the syllabi. Each department plans diverse academic activities throughout the year, as outlined in the department's Academic Calendar.

The institution ensures the delivery of its curricula through an effective and widely accepted modes for active teaching and learning, namely, classroom teaching, internship, projects, field work etc. The learning objectives and outcomes are well-defined and informed by understanding the expected competencies of graduates in their respective roles.

Effective curriculum implementation is aligned with student centric learning focusing on enhancing the learning experience of the students. The College has state-of-the-art laboratories equipped with high-end instruments aligned with industry standards. The Language Lab addresses the need of students in developing soft skills, language proficiency and presentation skills.

The progress of the institution is aligned with the National Education Policy NEP- 2020. The institutional system is functional in terms of personality development initiatives which has courses on NCC/ NSS/

Ranger & Rover/ Yoga/ Cultural, etc at undergraduate level and organizes activities such as special lectures/ seminars/ group discussion/ quiz/ project work/ field work/ internships, etc.

The array of teaching methodologies adopted is conducive to students' learning. Faculty of the College follow different teaching and innovative pedagogical methods like ICT-enabled teaching, flipped classroom, online teaching, MOOCs, e-content etc. The College has Media Centre to capture Video lectures in order to enhance different learning styles. Thus, the college ensures an effective curriculum delivery which helps the students to think critically and to act productively as responsible citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

To meet the contemporary needs of the society, there is a need for quick reorganization of the employability/entrepreneurship/skill development ecosystem and its promotion is necessary to suit the needs of the industry. To keep this in pace, the college not only provides theoretical knowledge but also related practices through laboratory. The curriculum is structured in an action oriented way. The courses equip students with the skills needed in a global workspace. It takes care of social and industry needs and social responsibility through entrepreneurship and skill development courses. The College organizes various domain specific skill training programmes which are mapped to the global skill qualification and industrial standards. These initiatives will help to enhance the inherent potential of the students.

EMPLOYABILITY & SKILL DEVELOPMENT

To meet the current requirement of industries, the courses have been designed so as to impart analytical and problem solving skills, humanities, professional values and ethics, which helps the students to build their career progressively. While designing and developing the curricula, employability factor has been given due consideration by incorporating the current trends in employability sectors obtained through feedbacks from the employers. Subsequently, the curricula have been framed by incorporating field work (SWA HC-6, etc), laboratory work, skill related activities like soft skills, industrial visits (FIC/Q0106), study tours (BOA060A) and internships (FAC410, CDF25001). Project works are also a part of the curriculum for some programmes (PHY414, CSD100, BCD060, BTD030, etc).

Realizing the need to boost vocational education and for knowledge acquisition and up-gradation of skilled human abilities, the College has UGC sponsored B.Voc. and M.Voc. programmes which is established under the aegis of 'Deen Dayal Upadhyay Kaushal Kendra'. The courses of these

programmes remain updated on the requirements of the workforce for the local economy. The distinctiveness of the scheme is that, it has more than 60 percent of skill based courses. The curricula also include internships to be completed by every student for a specified period for different programmes (FAC410, CDF25001).

ENTREPRENEURSHIP

To impart entrepreneurship skills among the students, several courses have been designed and incorporated into the curricula (MCB050, BT11, BM41, BTC220 etc). This will help the students to understand the course and think about real time implementation. This will lead to their self-employment confidence. To support these activities of students, the College has an active Start-up cell.

Moreover, the College provides industrial and social requirements not only through curricula but also through guest lectures, video lectures and industrial visits, which provide students with opportunities to develop new skills and gain valuable experience.

File Description	Document
Upload Additional information	View Document
Provide Link for 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 programmes offered during the last five years

Response: 29.44

1.2.1.1 Number of new courses introduced during the last five years:

Response: 618

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 2099

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The college adheres to the promotion of equality and proliferation of ethical values to create an atmosphere of inclusivity and sustainability. The institution integrates the following cross-cutting issues by incorporating Sustainable Development Goals addressing environmental issues and including indigenous courses like Indian Constitution (ICD140), Bharathiya Samskruti (COCBS), Sharana Sahithya (COCSS) and professional ethics into the curriculum for all UG and PG students. This helps the students to think critically and act productively as responsible citizens. Regular extracurricular activities further reinforce these values.

Gender Sensitivity

Gender sensitization is accomplished through amalgamation of theory and practice. Gender related courses are part of the curriculum (SWA HC-2). There are many activities for hands-on experiences related to gender sensitivity such as field work, community outreach and programmes carried out by Women Cell of the college. These enable students to interface with real life situations.

Environment and Sustainability:

A compulsory course on Environmental Studies (ESA130, ECA130, ESB130 etc) is an integral part of all undergraduate programmes. The curriculum aims to sensitize students towards environmental protection, rejuvenation and sustainability. In addition, seminars, special lectures, field visits and World Environment Day celebration are also conducted.

Human Values:

The College organizes extracurricular activities to instill values of sharing and serving humanity. The activities include visits to NGOs, blood donation camps, health check-up camps, cleanliness drives, programmes of social concerns and special lectures by spiritual gurus. The values, ethics and socially responsible qualities are inculcated among student community by enrolling them as volunteers in NCC/NSS activities which are an integral part of student engagement in social activities.

Professional Ethics:

The curricula include various courses to nurture ethical practices (ENC 23001, FCD810, SWA HC3, SWA HC4). Exposure is provided through seminars, workshops and lectures by eminent scholars, aiming to instill and practice moral values in the professional sphere. In addition, the College is fortified in supplementing academic and non-academic events as part of curriculum transactions so as to cater to cross-cutting issues. Workshops on Capacity Building are organized periodically to enhance the personal and professional growth of both teaching and non-teaching staff.

Implementation of National Education Policy (NEP) - 2020

The College aligns itself with the principles of the NEP - 2020 (<https://www.jsscacs.edu.in/nep-2020>). As per its mandate, it aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society.

The salient features of NEP -2020 implemented for all UG Programmes include:

- Four-year Multidisciplinary with multiple entry and exit options with two major disciplines
- Discipline Electives – Open Elective/ Vocational / Research Project / Research Methodology / Internship
- Ability Enhancement Courses – Languages/ Environmental Studies / Indian Constitution
- Skill based courses - Digital Fluency / Artificial Intelligence/ Cyber Security / Financial Education and Investment Awareness
- Value based courses - Yoga/ Health and Wellness /Sports and Cultural/ N.S.S./ N.C.C/ Ranger and Rovers/ Red Cross

As envisioned in NEP-2020, the college has implemented this policy in-toto from the academic year 2021-22 empowering students to contribute meaningfully to the society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully

completed during the last five years.

Response: 54

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 96.23

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 51

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 53

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

<p>1.4.1</p> <p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.06

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1324	1437	1361	1395	1374

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1818	1828	2078	2068	1906

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 74.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
692	692	771	769	703

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

2022-23	2021-22	2020-21	2019-20	2018-19
909	914	1039	1034	953

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

College ensures a paramount student-centric approach to education. The institution places a strong emphasis on assessing students' learning levels to cater to their individual needs. The classification of students based on their learning ability begins with an initial assessment of all students at the onset of the

academic year, involving interactions, scrutiny of past academic records, and evaluation of their participation in various activities. Subsequently, a academic diagnostic test is administered to gauge students' learning abilities and proficiency across key subject areas, covering relevant topics in the curriculum. Following this, thorough data analysis is conducted, scrutinizing results from both assessments to discern patterns and trends in students' performance, identifying strengths and weaknesses across different subjects and cognitive domains.

Based on this evaluation, students are classified into two categories: slow learners and advanced learners. For slow learners, the college implements remedial measures aimed at motivating and improving their performance. This includes offering remedial classes, personal counselling, bridge classes, and other interventions tailored to address their specific learning challenges. By providing special classes and personalized interventions, the college ensures that every student has an equal opportunity to grasp the academic content and thrive at their own pace. This commitment to inclusivity helps in nurturing a conducive learning environment where each student can excel.

Conversely, advanced learners are identified and encouraged to excel further. The institution acknowledges their aptitude and promotes their academic growth by offering challenging coursework, additional resources, and opportunities for enrichment. Advanced learners are provided with opportunities to take SWAYAM MOOCs, attend workshops, seminars, and to write and present papers in various events and even to publish them in journals. Students are also encouraged to participate in the programmes like Orate, Debate, Essay writing, quiz and other competitions related to academics in and outside the college. Students are also given the opportunity to take up minor research work under the guidance of specific faculty as out of curriculum work. Assigning the task of studying the research paper and presenting in the form of seminar is a good practice cultivated in the college to enhance the learning levels of students. This approach not only recognizes the diversity in learning styles but also fosters a culture of continuous improvement and excellence.

The college exemplifies a holistic educational philosophy that goes beyond conventional teaching methods. By fostering an environment where every student's individual needs are met and providing tailored support to students at different learning levels, the college ensures that every student can reach their full potential.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 20.86

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college prioritizes student-centered learning atmosphere for enabling students to pursue their passions and career goals. Active learning strategies like experiential, participatory, and problem-solving approaches enhance students' confidence and competency.

Experiential learning

Certain key experiential learning methods followed for teaching and learning process are:

- Project works
- Internships
- Industry training for skill development
- Field works
- Preparation and presentation of models in workshops/exhibitions etc
- Specimen collection and investigations/analysis
- Individual performance of practicals
- Hands on training of skills: coding, puzzling, programming, etc.
- Presentation and publication of research papers in conferences and journals, etc.

Participatory learning

Students are actively engaged in their learning journey through various methods adopted in the college.

Seminars: These are interactive sessions where students delve deeper into specific topics under the guidance of faculty. They offer a platform for discussion, debate, and knowledge exchange.

Assignments: Assignments provide opportunities for students to apply theoretical knowledge to real-world scenarios through critical thinking.

Education Tours: Field trips or educational tours to relevant sites, such as historical landmarks, industries, or research facilities are organized. These experiences enhance offer tangible examples of theoretical concepts.

Industry Visits: Through industry visits students gain knowledge of industry practices, technological advancements, and workplace environments.

Participation in Various Activities: The college encourages students to participate in conferences, seminars, workshops, special lectures, training sessions, MOOCs, role plays, essay writing, quiz, debates, dramas, panel discussions, poster making and presentations and more.

Value added Courses: Offering specialized courses allows students to develop specific skills tailored to their interests or career aspirations.

Problem solving methodologies

Problem-solving methodologies are emphasized in the college, through a structured approach comprising standardization, improvement, and collaborative engagement.

Quiz: Quizzes are administered to assess understanding and reinforce learning objectives. They standardize assessment criteria, ensuring consistency and fairness. For fostering continuous learning and growth students are encouraged to participate in quizzes, and online tests.

Project: In-house minor research projects are undertaken individually or in groups (in all but except few UG departments), providing hands-on experience.

Assignment Tasks (Individual/Group): Assignments on numerical problems, research topics, and specific topics, individually or collaboratively, are given to challenge students to apply knowledge to practical scenarios.

Industry engagements: Students are facilitated to get exposed in industries through MoUs to work independently. Students of humanity and social sciences are encouraged to involve in field work, camps, model presentations on relevant issues, survey and analysis, etc.

ICT tools and online resources

Teachers of the college are well versed in using ICT tools for better teaching. They are familiar in using Zoom, Webex, Meet, MS Team, Teachmint, Big Blue Button of Canvas, etc for conducting online classes and meetings. The use of LCD projector for presenting PPTs, videos and animations, creating e-content and facilitating through YouTube/college website, recommending the e-content in e-PG Pathshala for study, e-resources at N-LIST programme are some of the instances to showcase. Letting the students through LMS such as Classroom, Canvas Instructure, Moodle and Teachmint leverage their innate capacity for active learning. Internal assessments of performance are also being practiced through LMS.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The college is dedicated to enhancing student competency through a robust mentoring system, in alignment with directives from the University Grants Commission (UGC). Emphasizing the significance of mentorship, the college integrates mentoring initiatives right from the commencement of special induction programs.

To ensure transparency and accessibility, mentor allotment is systematically conducted through circulars and prominently hosted on the college website. Each mentor is entrusted with a manageable cohort of 20-30 students within their respective departments, facilitating personalized attention and support.

A cornerstone of the mentoring system is the regular Mentee-Mentor meetings, fostering open communication and guidance. During mentor meetings, discussions encompass various aspects crucial for the mentee's academic performance. Topics include understanding the student's family background to gauge the study atmosphere, evaluating performance in previous exams, and assessing physical activity levels. Communication and psychological status are also explored. Mentors identify gaps in knowledge, lack of confidence, or personal issues affecting academic progress. Through these discussions, mentors offer solutions and recommendations to improve academic performance, addressing both academic and personal challenges faced by the mentee. These meetings serve as platforms for mentees to voice their concerns, seek advice, and set academic and personal goals. The directions are also given to mentee to take part in special programmes, MOOCs, academic events in and outside the institution. Resolutions and minutes from these interactions are documented meticulously, ensuring accountability and tracking progress over time.

Mentors play multifaceted roles, serving as academic advisors, career guides, and personal mentors. They provide invaluable insights, share experiences, and offer constructive feedback to each mentee's needs and aspirations. Through one-on-one interactions and group sessions, mentors empower mentees to navigate academic challenges, explore opportunities, and cultivate essential skills for holistic development.

Furthermore, mentorship extends beyond academic concerns to encompass holistic growth and well-being. Mentors foster a supportive environment, encouraging mentees to balance academic pursuits with extracurricular activities, internships, and community engagement. They advocate for mentees' overall welfare, promoting mental health awareness and facilitating access to support services when needed.

The college recognizes the transformative impact of mentorship on student success and endeavors to continuously enhance the mentoring experience. Regular feedback mechanisms are in place to solicit

input from both mentors and mentees, ensuring ongoing refinement and alignment with evolving needs.

To conclude, the college's student mentoring system embodies its commitment to nurturing well-rounded individuals equipped for success in academia and beyond. By fostering meaningful mentor-mentee relationships and providing tailored support, the college empowers students to realize their full potential and thrive in a dynamic and competitive world.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The college demonstrates a meticulous and well-organized approach to academic planning, aligning its activities with the University of Mysore's Calendar of Events and adhering to UGC Autonomous college regulations. The Academic Calendar serves as a vital communication tool, ensuring that all stakeholders, including students, faculty, and parents, are well-informed about the academic schedule, evaluation processes, and key events throughout the academic year. The Academic Calendar, outlined and approved through consensus in Academic Council meetings with the consent of the Controller of Examinations, is a comprehensive document available in the prospectus. This calendar encompasses crucial information such as the commencement and completion dates of classes, internal assessment tests, end-semester examinations, beginning and closure of working days, fee payment schedule, and various other activities. In line with college's calendar, the department level calendars are also prepared as prescribed by the college authorities. These departmental calendars indicate the timeline for registration of courses and mapping works, departmental, BOS and BOE meetings, IA and end-semester examinations, practical examinations and evaluations and conducting the workshops, seminars, and other events. Additionally, provision is made in the academic calendar for tutorial and seminar classes tailored to each program

The meticulous preparation of teaching plans, harmonized with the academic calendar, underscores the institution's commitment to pedagogical excellence. These plans meticulously delineate course particulars, topic sequences, pedagogical methodologies, and allocated contact hours. Such systematic structuring facilitates a cohesive and exhaustive curriculum delivery, culminating in optimized learning outcomes for students over the academic tenure.

Moreover, faculty members diligently maintain work diaries to document routine activities and strategize

forthcoming instructional agendas. These diaries undergo thorough review by the faculty and departmental heads, subsequently becoming focal points of discussion during departmental meetings. Ultimately, they are brought to the attention of the principal, thus ensuring transparency and accountability in academic endeavors.

This procedural rigor not only enhances organizational efficiency but also fosters a culture of academic diligence, wherein stakeholders collaboratively contribute to the educational objectives. Such meticulous planning and documentation exemplify the institution's unwavering dedication to pedagogical excellence and continual improvement.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	149	142	165	150

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 25.36

2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 71

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 8.67

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1396

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 46.67

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 70

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 23.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	16	21	25

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in

the examinations during the last five years**Response:** 0.78**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	31	1	2	38

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3299	3409	1158	1133	2965

File Description**Document**

List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:**Examination Procedures:**

Examination procedures have undergone significant reforms to ensure efficiency, transparency, and

accuracy. From pre-examination processes to post-examination tasks, IT integration plays a pivotal role in streamlining operations and enhancing overall effectiveness.

The time table generation, student list creation, invigilator allotment, and squad formation, are seamlessly managed through integrated examination platform. The entire process, including examination material management and logistics, is digitized to minimize manual intervention and optimize resource allocation.

During examinations, IT integration facilitates attendance tracking, auto processing, and tabulation of marks. Invigilators are provided with digital attendance sheets and question papers, ensuring a smooth conduct of exams. Following the examination, answer sheets are collected, and attendance data is captured digitally before being submitted to the Controller of Examinations (COE) for further processing.

Processes Integrating IT:

The examination processes are seamlessly integrated with the Unified University and College Management System (UUCMS), alongside the utilization of TAKSHILA software, since the academic year 2021-22. This integration marks a significant advancement in digitizing examination procedures.

The TAKSHILA software automates various critical tasks within the examination process, including the preparation of student lists, scheduling of time tables, selection of examiners/reviewers, and generation of results. This advanced software not only enhances the efficiency and reliability of the examination system but also significantly reduces errors and minimizes paper usage.

In parallel, the UUCMS platform complements the TAKSHILA software by providing a comprehensive digital infrastructure for managing examination-related activities. From admissions to degree awards, UUCMS digitizes the entire examination lifecycle, offering a centralized platform for administrators, faculty, and students to access and manage examination-related data and processes.

Integration with UUCMS enables seamless data exchange between different modules, ensuring consistency and accuracy throughout the examination process. Tasks such as student registration, fee payments, and result declaration are seamlessly integrated within the UUCMS platform, eliminating redundant data entry and manual errors.

Furthermore, the adoption of advanced software technology, including TAKSHILA and UUCMS, has revolutionized assessment processes, making them more accessible and user-friendly. From coding and decoding of answer books to the generation of result sheets and grade cards, IT integration ensures rapidity and accuracy in examination procedures, ultimately enhancing the overall examination experience for stakeholders.

Continuous Internal Assessment System:

In addition to traditional examinations, college has a continuous internal assessment system to evaluate student performance throughout the academic term. Question papers are set by course incharge and submitted to the COE for preparation of multiple copies. Internal assessment tests are conducted centrally for undergraduate programmes and departmentally for postgraduate programmes.

Evaluated scripts are returned to students for review, while marks obtained are recorded and displayed on

department notice boards. The COE receives marks online through the examination portal, where they are consolidated with seminar or assignment marks by respective Heads of Departments (HoDs).

Furthermore, question papers and evaluated scripts are deposited in central and departmental libraries for reference. After completion of evaluation and data entry, results or grades are approved by the Committee of Academic Council and made available online through the college website.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The college is widely regarded as a premier institute for undergraduate and postgraduate education, offering a broad spectrum of multidisciplinary programmes in Arts, Commerce, Science, and Vocational subjects. Our primary focus is on cultivating students to become valuable assets to society. To achieve this, college embraced Outcome Based Education (OBE), employing a meticulously structured educational system.

Curriculum Quality and Development:

- College's Undergraduate (UG) and Postgraduate (PG) programmes boast high-quality curricula with meticulously defined outcomes, crafted through extensive deliberations within our Board of Studies (BOS).
- Since the initiation of OBE in 2017-18, college conduct regular assessments to gauge its impact, striving for ongoing improvements.
- The OBE system evaluates student performance across courses, programmes, and eventual careers. The college provide an OBE manual for faculty reference, consistently updating it with inputs from our OBE Executive Committee.

Outcome Design and Validation:

- Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) are integral parts of our curriculum, strategically incorporated to benefit our students.
- Experts in each field actively contribute to framing COs using Bloom's Taxonomy verbs. CO quality undergoes validation through comparison with Parent University COs, standardization by

course in-charges, expert faculty verification, and final BoS approval. Every CO is mapped to POs and PSOs as outlined in the manual.

Alignment and Assessment:

- The institution has a robust framework for delivering, assessing, and evaluating outcomes at different attainment levels, directly linked with vision and mission.
- Inputs from comprehensive studies and stakeholder feedback shape our outcome strengthening efforts.
- Direct assessment (80%) via internal tests and end-semester exams, and indirect assessment (20%) through stakeholder responses, including alumni, students, employers and academic peers in exit surveys will foster a continuous improvement system.

Attainment of Course Outcomes (COs):

To assess students and measure their attainments, a minimum target of marks has been established.

Attainment weightage is distributed as follows:

- The college employs identical tools for both Programme Outcome (PO) and Course Outcome (CO) assessments, encompassing both direct and indirect assessment methods.

Prescribed Attainment Levels

- Level 1: Achieved if 40% of students exceed the set target
- Level 2: Attained when 50% of students surpass the set target
- Level 3: Reached if 60% of students surpass the set target

Overall Attainment Calculation for POs or PSOs:

The overall attainment is determined using the average mapping strength of individual POs to COs or PSOs to COs, considering a maximum mapping strength 3 and the average attainment of COs.

PO/PSO Attainment = Attainment of CO Avg × Factor of Scale

The Factor of Scale = Actual mapping strength / 3

Rubrics and Continuous Improvement:

Each CO has a predefined target and corresponding Rubric levels (3, 2, 1) based on student performance percentages.

- 3: 70% of students above 50%
- 2: 60% of students above 50%
- 1: 50% of students above 50%

College systematically evaluates student competencies, ensuring continuous improvement through outcome assessment .

Transparency and Communication:

The COs, POs, and PSOs are transparently communicated to students and regularly updated on our website, ensuring clarity and alignment with our educational objectives.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 92.79

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1261

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.88

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

JSS College of Arts, Commerce and Science, an autonomous college under the University of Mysore (accredited by NAAC with an 'A' Grade (CGPA:3.21) and recognized as a 'College with Potential for Excellence' by UGC).

The College offers UG and PG studies in the disciplines of Arts, Commerce, Sciences and Vocational programmes. The PhD programme is offered in Biochemistry, Biotechnology, Chemistry, Commerce, English, Kannada, Mathematics, Physics, and Social Work. PhD programmes are governed through the JSS Research Centre established in the College as per the regulations of the University of Mysore.

Faculty and students of the College have received grants for research activities in the areas of Biochemistry, Chemistry and Physics from funding agencies such as ICMR, DRDO, DAE and VGST. A few major research projects are undertaken and completed by the faculty.

The objective of JSS Research Centre's, Research and Development inventiveness undertaken by the College is to put up research careers, support to strengthen the knowledge foundation and promote the creation of new applications, as well as societal impact of education, research and innovation. To achieve a good quality research ambience the following policies have been in practice with continual efforts for revision and update.

The College's research facilities, including equipment such as HPLC, GC, FTIR, RT-PCR, Cell Culture, Solid State and Nuclear Physics Labs are regularly updated. An Internal Research Advisory Committee is in force with the following members contributing in a big way to prepare and implement the documents related to research and development activities within the College.

1. Prof. BV Sambashivaiah, Advisor
2. Principal
3. Dr. Kumudini Achchi
4. Dr. BY Sathish Kumar
5. Dr. Chethan Kumar. M
6. Dr. BV Latha
7. Dr. L Mallesha
8. Dr. N Ravikumar
9. Dr R Suhas
10. Dr. C Mallikarjuna Swamy C

Responsibilities of the Committee:

1. The development, review and monitoring of the progress by the faculty and research scholars.
2. Continual effort to place before the management to enhance the research capacities of the College in terms of upgrading the infrastructure.
3. Promoting regular conduct of domain-specific seminars.
4. The protection and commercialization of the Institute's intellectual property.
5. Consultancy activities related to R&D.
6. Efforts to put in the mobilization of Institute Research Funds to teachers, both individually and in groups.
7. Monitor the application of Research Funds to ensure that the funds are properly and formally accounted for.
8. To foster the development of multi-disciplinary research endeavours across Faculties and departments.

Functioning of the Committee:

1. Members of the Research Advisory Committee other than ex officio members serve for terms of up to five years.
2. An appointed member may be appointed to serve for additional terms as per the approval of the existing statutory bodies.
3. The quorum for meetings of the Research Committee shall be the nearest whole number above 50% of the membership of the Research Advisory Committee for the time being.
4. The Research Advisory Committee will meet at least once each year.
5. The Chairman is responsible for determining if more meetings are required.
6. The Research Advisory Committee will submit the proceedings of the meetings to the Internal Quality Assurance Cell (IQAC).

File Description	Document
Upload any additional information	View Document

3.1.2**The institution provides seed money to its teachers for research****Response:** 10**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 55.89052

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.04

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

Response: 10

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 11.8

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 19

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The College provides a conducive environment for nurturing Innovations and incubation of ideas, and technology. The above is possible with continuous support by the College, hence the required facilities are provided and timely guidance is extended to the students. Faculty from inter-departmental extend support to the students. A fully functional IPR, Start-up and Innovation Cell Committee looks after the activities and the members of the committee are as follows

1. Prof. BV Sambashivaiah (Advisor)
2. Principal (Chairman)
3. Dr. Mahadevaswamy M (Co-Ordinator)
4. Dr. ND Rekha Asst. Prof.
5. Dr. N Rajendra Prasad Asst. Prof.
6. Dr. KP Padma Prasad Asst. Prof.
7. Dr. Shobha Asst. Prof.
8. Dr. Shivakumar DB Asst. Prof.
9. Dr. Dharmesh AG Asst. Prof.
10. Dr. Sindhu GM Asst. Prof.
11. Dr. Vijendra Kumar N Asst. Prof.
12. Dr. MR Savitha Prashanth Asst. Prof.
13. Mr. Madhusudan Asst. Prof.
14. Dr. Vikram KV Asst. Prof.
15. Mrs. Asha L Asst. Prof.
16. Mr. Sanjay HV Asst. Prof.
17. Mr. Srinidhi Asst. Prof.
18. Mrs. Lakshmi S Asst. Prof.
19. Dr. Navyashree B Asst. Prof.
20. Mr. Kiran BL Asst. Prof.

The Students are encouraged to be actively involved in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents.

The cell encourages the following activities

1. Promoting industrial visits for students and faculties.
2. Regular interaction of the faculty members with the industry to understand functional challenges through applied research or student projects.
3. Expert lectures by industry personnel for students.
4. Conceiving, implementing and assessing the outcome of student projects

Following is the list of some of the awareness meets, workshops, seminars and guest lectures on Entrepreneurship organized

One-day Webinar on IPR	13-Oct-22
Skill Programme for Business Process Management	17-Nov-22
Programme on Skill Development and Interaction with Students	24-Mar-23
Skill Development Programme and Panel Discussion on Employability	15-Jul-22
Skill Development Programme and Panel Discussion on Industry Needs	04-Aug-22
Five-day Nano-Entrepreneurship and Skill Development Programme	28-June-22
Ideathon for Start-ups INNOVATRACE-2023	19-Oct-23

Details are available at <https://www.jsscacs.edu.in/iqac>

Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. To enhance learning experiences, faculty members adopt various methods such as lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. Some Student-centric methods are given below:

Project methods: The project work stimulates students' interest in the subject and provides students with opportunities for freedom of thought and free exchange of different views. **Field Study:** A field study is a general method for collecting data about users, user needs, and product requirements that involves observation and interviewing. The method is useful early in product development to gather user requirements.

Experiential learning: Experimental/Laboratory method is used in science subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. This method is used in departments of Biochemistry, Biotechnology, Microbiology, Chemistry, Physics, Electronics, Mathematics, Commerce, Language Labs, Computer Science, BCA, MCA, B.Voc & M.Voc (Food Processing and Engineering), B.Voc & M.Voc (Software Development), Animation, Botany, and Zoology.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.74

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 52

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.5

3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 141

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4

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

Response: 0.04

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 11

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 8.01

3.4.6

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

Response: 16

3.5 Consultancy**3.5.1**

Revenue generated from consultancy and corporate training during the last five years

Response: 2.89

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.60000	0.60000	0.58800	0.55200	0.55200

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

JSS College of Arts, Commerce and Science has conducted the following extension activities as part of its commitment to community engagement and social responsibility. The primary goal of this initiative was to create awareness of the

1. ill effects of behavioural addiction
2. rights and facilities for the backward community
3. environment sustainability through organic farming and
4. actively contributing to the well-being of the local community

Case 1: Alcohol De-Addiction Camp by the Department of Social Work

Alcohol De-Addiction camps play a crucial role in addressing the social issue of alcohol addiction. Our camp adopts a holistic approach and emphasises a multi-dimensional approach, incorporating detoxification, psychological support, education awareness, and after-care programmes. The methodology followed is a 5-A strategy model (*approved by Prof. Prathima Murthy, former Director, NIMHANS, Bengaluru*). A total of nine programmes were conducted in the last five years with 441 participants from places in and around Mysore District. Our programmes have helped 40-50% of the prior alcoholics to navigate the challenges of post-treatment life.

Case 2: Awareness about rights and facilities available for the people of the backward village,

Mantahaadi, HD Kote Taluk, Mysuru District conducted by the NSS Unit

Mantahaadi village in the HD Kote taluk is one of the backward villages, inhabited by singing communities. It came into the limelight when the NSS unit of our College conducted a review in March 2019 and found that the community was not conscious of health and hygiene. A few of the implemented programmes are screening of the "Swachh Bharat" film, awareness about cleanliness, computer training etc. As a result, significant changes have been observed today and the community is more conscious and aware of the cleanliness.

Case 3: Awareness about rights and facilities available for the people of the backward village, Kuttavaadi, Hunsur Taluk, Mysore District conducted by the NSS Unit

Kuttavadi is a small village in Hunsur Taluk, Mysore District of Karnataka State. Kuttavadi Village's total population is 1643 and the number of houses is 409. Female population is 52%. The village literacy rate is 69.45%. Our college conducted a review in May 2019, and found that the community was not conscious of health and hygiene. A few of the implemented programmes are awareness through street plays, awareness about cleanliness, computer training etc. As a result of these programmes, significant changes have been observed today. The community is more conscious and aware of cleanliness.

Case 4: Environment Sustainability through Organic Farming and Vermicompost

Organic farming practices prioritize soil health, biodiversity, and the preservation of natural ecosystems. Our college is keen on raising awareness among farmers about using organic farming and vermicompost. We develop and distribute informational materials such as brochures, and manuals about organic farming and vermicompost production. The information is in local languages and formats that are suitable for farmers. Our college produces about 10-12 tonnes of vermicompost annually which is used by local farmers for growing vegetables and other crops through organic farming, thus creating an environmental sustainability and well-being in the life of a farmers.

File Description	Document
Upload any additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 180

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
55	34	28	24	39

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 58

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

JSS College of Arts, Commerce and Science with its location advantage of accessibility has adequate physical infrastructural facilities, which includes a number of sufficient classrooms, laboratories, halls, auditorium, library, faculty rooms, playground, cafeteria, parking area and hostel to support the academic activity in the campus. The entire campus has an area of 7.08 acres. The college buildings have a built up area of **236266.65** sq. ft. with provisions for learning resources.

The college caters to the teaching-learning needs of 31 Undergraduate, 15 Postgraduate, and 9 Doctoral programmes. The academic infrastructure includes:

A total of 69 classrooms are available for teaching in the college. All classrooms are well ventilated and equipped with ICT facilities and totally occupy **40273.37** sq. ft.

It also has spacious state-of art laboratories based for various disciplines. The total area of the laboratories comes up to **46156.91** sq. ft. Undergraduate laboratories are equipped with essential instruments to enhance hands-on-experience procured under DBT Star College Scheme and postgraduate laboratories are equipped with high-end equipment.

The library is situated in an area of **14904** sq. ft. Department staff rooms and common staff rooms for men and women cover a total area of **9419.99** sq. ft. Adequate office area of **5724.39** sq. ft. is available for various administrative purposes. The college has Women's Hostel with **75** rooms to accommodate **277** students, covering an area of **26675.55** sq. ft. Extension of hostel by **18729** sq.ft. is in progress. Spacious Canteen (**1839.98** sq.ft.) is present in the campus.

The campus is wi-fi enabled (**250Mbps**) to access the Internet and Intranet facilities. The College infrastructure also includes Auditorium, Seminar Hall, Yoga Centre, Placement Cell, IQAC Office, Controller of Examinations Office, Student Counseling Cell, Research Room, NSS Office and NCC Office, Reading Room, exclusive boy and girl students' common rooms, health care centre, Computer centers at library and girls hostel, etc. The college has fully equipped Media Centre for e-Content development.

The Department of Physical Education and Sports Science provides indoor and outdoor sports and games

for the physical development of students. The College committed to providing a variety of sports facilities for indoor and outdoor games, i.e., Badminton, Basketball, Chess, Cricket, Football, Handball, Table Tennis, Volleyball and various other games. Sports kits and Carom boards are made available. The spacious grounds of the college have a Cricket field and football ground. There are basketball, volleyball, handball courts and Gymnasium.

The cultural activities include Dance, Music, Theatre, Fine arts and Literary events. Besides various departments organize cultural events and they sensitize the student community on various social issues.

Disabled-friendly campus facilities like Lift, Ramp, Washroom, Wheel Chair etc. are also available.

Other facilities include Incubation Centre, Botanical Garden (Ayurveda), Nursery, Vermiculture, and Canteen.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 8.88

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
50.19	16.22	51.98	44.10	20.17

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is spread over **14904** sq. ft and has a collection of **77808 books and 47429 titles**, academic journals, magazines, periodicals and access to online resources. Library is automated with **NewzenLib (Version 3.2 – Helium)** since 2006-07, it provides a user-friendly interface, along with resource positions and availability status. **Online Public Access Catalogue (OPAC)** has automated its entire collection.

The Library recognises the importance of functioning in a thoroughly professional way. The Library Advisory Committee consists of the Librarian, Assistant Administrative Officer, Coordinator of IQAC, HoDs of various Faculties, student representatives, with Principal as the Chairperson. It works on a rotational basis of faculty involvement. The representatives report back to their respective departments on all the issues discussed, funds allocated, new journals subscribed and they encourage members to suggest names of books to be included. The faculty members of the committee also play an important role in coordinating the Library Orientation for the new entrants. This enables the Librarian and the Library staff to meet student batches and introduce them to the easy means of accessing the books on the shelves as well as available online resources. The Library Committee takes the lead incepting strategic directions for all aspects of the Library services and operations. It meets regularly to engage with all the issues related to student requirements from the Library as resource, and endeavours to prioritise funds judiciously in order to make the process and operations of the Library user friendly. The Library Committee pays attention to the needs and intellectual aspirations of the students.

The Library is housed in the main building of the College with 500 seating capacity for reading and conference purpose. Library is fully automated with all its subsystems like LAN connectivity and wi-fi. Library Management Software system is incorporated with latest technologies that enables Library to serve its users more efficiently. The Library has a wide collection of Books, Journals, Audio-video materials, photocopying facility, News Papers, Rare books, e-resources, previous years question papers etc.

The entire operations at Library is fully automated with Barcode technology. The Library is a member of INFLIBNET N-List project and provides web access to Books, Periodicals, Theses, Dissertations, etc. The digitalization of the Library through OPAC has resulted in the easy access of information from any computer within the campus on subject/ author-wise book, account information like books borrowed and due date to return, penalty to be paid, if not returned intime, and so on. It also facilitates retrieval of information.

REMOTE ACCESS TO E-RESOURCES OF THE LIBRARY

Promoting the use of e-resources among students, research scholars and teachers, the college library has access to **N List** which enables students and faculty to access e-Books and e-journals in various

disciplines.

BEST PRACTICES OF LIBRARY

- Continuous orientation for students to use online e-resources and library facilities
- Library Week Celebration
- Reading Week Celebration

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.86

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3.15	3.56	3.47	3.40	4.11

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet

connection**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words****Response:**

Faculty and students enjoy and benefit from cutting-edge ICT facilities like free wi-fi hotspots, high speed internet connectivity, ICT-enabled classrooms and Smart classrooms, and digital resources are made available in campus. The attendance of staff is monitored using Biometric. The college has extended CC Camera surveillance systems. Web camera is being facilitated in the Library for capturing the photographs of students.

The College provides a range of IT facilities to help students and faculty with their studies. This includes extensive computer provision and Internet. All the classrooms furnished with LCD projector to enable teachers and students to switch over to IT supported teaching-learning methods. These IT supported facilities are regularly updated.

College prioritizes safeguarding its digital infrastructure by frequently updating IT facilities to combat evolving cyber threats. Robust antivirus and internet security software shield sensitive data, academic resources, and personal information from malware, viruses, and phishing attempts. These measures protect networks and uphold the privacy of students, faculty, and staff. Features like web filtering and firewall protection further fortify the institution's digital perimeter, ensuring a safe online environment.

The College office uses LAN facility and UUCMS software for admission of students and fee collection. The examination section uses softwares to get student's results and to maintain all other confidential matters. These IT facilities are updated annually. Examination section uses DOS based Takshila software and Govt. of Karnataka provided UUCMS software, which is regularly updated. These software supports various types of regulations like marks based, credit based etc. All the parameters required to get the results of a student is generated with the help of these software.

College library uses updated Newzenlib software (Version 3.2 – Helium) and a Server for library automation and the college office uses UUCMS software for admission, SBI Collect for fee collection and Tally for accounts maintenance.

The main server is connected to the Firewall for data security and regularly updated. The entire JSS College campus is wi-fi enabled with hassle free connectivity for various academic and administrative purposes. Academic staff, administrative staff and students are given sufficient data usage with a speed of 250Mbps. There is a provision for both primary and backup line also. All the classrooms and auditoriums are enabled with IT provisions. The college has multimedia lab, animation lab and e-learning source development lab for greater use of ICT provisions for teaching, learning and research. CCTV and biometric systems are also available in the campus. A constant upgradation and updates of various facilities, infrastructural provisions are done at periodical intervals, to assure that the entire campus is ICT enabled for its various purposes.

The college provides internet connectivity for students and staff to access a numerous e-journals, magazines and other e-resources.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 7.61**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 441

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

The facilities provided by the college for the development of e-content empower teachers to embrace technology as a catalyst for educational innovation. By equipping educators with the necessary tools and resources, the college underscores its commitment to fostering digital literacy, promoting active learning, and preparing students for success in the digital age.

The college is at the forefront of modern education, not only prioritizing traditional teaching methods but also embracing technological advancements to enhance the learning experience. One such initiative is the establishment of facilities for the development of e-content by teachers. Equipped with cutting-edge tools and resources, including audio editors, video switchers, video camera, editing software like Black Magic, and a myriad of online editing tools, the college empowers educators to create engaging and dynamic digital content tailored to meet the needs of today's learners.

At the heart of this initiative lies the Community Radio Centre building and Media Center, where

teachers have access to a wide range of facilities and accessories necessary for producing high-quality e-content. The key components of these facilities to fostering innovative teaching practices:

ZOOM Line 12 Audio Editor: With access to professional-grade audio editing software, teachers can create immersive audio experiences to supplement their lessons. Whether it's recording lectures, interviews, podcasts, or adding voiceovers to presentations, the audio editor empowers educators to deliver content in a compelling and accessible format.

Blackmagic Video Switcher and SONY 4K Video Camera: The integration of a video switcher and a SONY 4K video camera enables teachers to capture lectures, demonstrations, and experiments in stunning detail. The versatility of these tools allows for seamless transitions between different camera angles and inputs, enhancing the visual appeal of e-content and keeping students actively engaged.

Editing Software and Online Tools: In addition to proprietary software like Black Magic, teachers have access to a plethora of editing tools available online. From basic editing functions to advanced post-production techniques, these tools provide educators with the flexibility to customize the e-content according to specific learning objectives and student preferences.

Television, desktop and other accessories: The inclusion of a television monitor, desktop and other accessories further enhances the production process, allowing teachers to preview and refine the content in real-time. Whether it's adjusting lighting conditions, experimenting with visual effects, or incorporating multimedia elements, these accessories provide the necessary tools for creating polished and professional e-content.

The collaborative environment fostered within the Community Radio building and Media Centre encourages teachers to exchange ideas, share best practices, and collaborate on projects. By leveraging the collective expertise of faculty members from diverse disciplines, educators can explore innovative approaches to e-content development and stay abreast of emerging trends in digital pedagogy.

Moreover, the availability of these facilities extends beyond traditional classroom settings, enabling educators to reach a wider audience through online platforms and distance learning initiatives in the college. Whether it's delivering asynchronous lectures, hosting virtual workshops, or creating interactive multimedia modules, teachers can leverage e-content to facilitate meaningful learning experiences that transcend geographical boundaries.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, during the last five years**Response:** 6.94**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
42.2	8.22	51.99	32.1	8.17

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Ensuring the smooth operation and upkeep of infrastructure and support facilities is a top priority at JSS College. Under the vigilant eye of the Assistant Administrative Officer, Financial Administrator, and Office Superintendent, a comprehensive system is in place to monitor and maintain the college's assets.

The custodians of equipment conduct regular inspections to ensure timely maintenance and repairs, guaranteeing optimal performance and accuracy. Housekeeping and security services, outsourced to specialized workforce teams, are meticulously managed to ensure cleanliness and safety across all floors, areas, and internal roads.

Classrooms: Classrooms, the cornerstone of academic spaces, adhere to modern teaching-learning standards. Each room is equipped with ICT facilities, meticulously monitored and maintained to facilitate effective learning environments.

Laboratories: Lab equipment undergoes stringent inspection by lab assistants before practical classes and examinations. Maintenance funds from various sources are utilized to upkeep specified items. Additionally, electrically sensitive equipment is safeguarded against power fluctuations with necessary backup systems, including a 20KVA diesel generator.

Computers: The college employs a System Administrator to oversee computer system maintenance, with repairs handled by external agencies when necessary. Central computer lab usage is scheduled according to the timetable, ensuring efficient access for students and faculty.

Library: Library acquisitions align with course offerings and institutional policies. With extended hours and strict adherence to library rules, students enjoy comprehensive access to resources for academic and research purposes.

Sports Amenities: A dedicated sports committee oversees the maintenance of sports grounds and equipment. The Physical Education department organizes various intra and intercollegiate sports competitions, promoting holistic student development. Common facilities are extended to sister institutions upon request.

Rooftop Solar Power Plant: The college boasts a 180 kW Solar Grid Interactive Power Plant, providing students firsthand exposure to solar energy operations. Installed and maintained by Sangam Rooftops Private Ltd., it contributes to sustainable energy practices.

Other Facilities: Additional amenities include regular cleaning of water tanks and operation of RO water plant. Fire safety is ensured with strategically placed extinguishers, and annual elevator maintenance contracts guarantee lift functionality. Rainwater harvesting and digital display systems further enhance the campus environment.

Qualified electricians and plumbers are on standby for repairs, while ample parking space is provided for students and staff. Trained gardeners maintain the campus greenery, contributing to a vibrant and conducive learning environment.

At JSS College, meticulous infrastructure management ensures the seamless functioning of facilities, fostering an environment conducive to academic excellence for student development.

Other Information

- Regular cleaning of water tanks and operation of RO water plant ensure clean water supply.
- Fire extinguishers are strategically placed throughout the college for easy access in case of emergencies.
- An annual maintenance contract with Schindler Elevator Company ensures lift functionality.
- The college is equipped with two diesel power generators for uninterrupted power supply.
- Rainwater harvesting systems contribute to water conservation efforts.
- Digital displays offer information on admissions, events and examinations.
- Trained gardeners maintain the campus greenery daily.
- Qualified electricians and plumbers are available for repair and maintenance tasks.
- Ample parking space is provided for students and staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 65.82

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2762	3215	1742	1801	1253

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

JSS College of Arts, Commerce and Science is playing a crucial role in guiding students towards successful and fulfilling professional paths since 2001 soon after commencing PG Programmes. Students were given a good exposure through counselling and guidance for National and State level competitive examinations. JSS Competitive Examination Training Cell (JSS CET cell) has been established formally on 27th December 2021 to strengthen these activities. The college has counselling centre to help students

to explore and understand their interests, strengths, and goals through individual sessions, workshops, and assessments to gain insights into preferences towards the type of civil services while for making career-related decisions.

The candidates have opportunities for comprehensive preparation for UPSC, KPSC, SSC, banking exams, etc. Secondly to offer guidance and mentoring by experienced educators and subject matter experts who understand the intricacies of the competitive exams and can provide valuable insights to the candidates. Career counselling team supervised by Mr. Sunil Kumar K.C and his fellow team members Dr. Mallikarjuna Swamy and Mr. Karthik assist in identifying potential career paths aligned with a student's academic achievements, personal values, and aspirations. It organizes group workshops and seminars to address common career-related concerns.

CET cell offers the training programmes viz., Preliminary Examinations (UPSC & KPSC), and Group A, B & C (MCQ type exam) and answer writing practices like Railway Recruitment Board Examinations, Staff Selection Commission Examinations, Bank Recruitment Examinations, Forest Service Examinations, Karnataka Police Service Examinations, SDA and FDA and other examinations.

The training classes are conducted on the weekends in either online or offline mode. The mode of assessment is via Mock tests which are usually conducted on the fourth Saturday of every month. Additionally an expert/resource person will take a session on third Saturday of every month and classes will be conducted only for general papers. Mock essay tests are conducted on second Saturday of every month. Every month there are two quiz competitions for both static portion and current affairs. The cell provides soft copies of gist of yojana magazine, daily updates from PIB (Press Information Bureau), gist of economic survey, every day editorials of various newspapers and daily current affairs.

The college is already having collaboration with JSSTICE organization to use its learning resources for examinations of civil services (IAS, IPS, IRS, etc.) and it is playing significant role.

CET cell follows a code of conduct for the students which includes compulsory attendance, mock tests, mandatory submission of respective examination admission ticket and result sheets. Students are advised to watch Lokasabha and Rajyasabha sessions, science and business television channels and to follow PIB Website, local and national newspapers and economic survey. College provide study materials, reference books, access to online resources, and central library of the college to facilitate their exam preparation. CET Cell has also helped students in enhancing soft skills that intern increased the placement activities in the college.

CET Cell also encourages the students to undergo trainings related to professional and soft skills for employment, involving the Alumni of the college for various such activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: B. Any 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 33.19

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
650	431	281	278	314

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.54**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	8	7	4

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international Level events during the last five years****Response:** 96**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	70	00	01	02

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The college has Student Council/Forum for both Undergraduate and Postgraduate programmes separately since its inception. Each student council has student representatives from all the respective programmes and also office bearers. The councils assist other student bodies in various programmes.

Sports Committees: These Committees for UG/PG lead by the Physical Education Director as Convenor with the members from the faculty and student representatives. These Committees also have student players who take the lead role in organizing various sports and games competitions apart from Annual Sports Day for UG and PG students.

Cultural Committees: The Cultural committees (for UG and PG) have co-ordinators and one student member from UG and PG departments. The committees organise programmes such as Fresher's Day, Talents Day, Fests, Annual Day and various other extracurricular activities in the college.

NSS: The NSS wing of the college is actively organizing various activities with the motto of SERVE TO LEARN TO SERVE. Annual NSS camp is held every year where in the students are involved in various activities of NSS. Further the NSS wing also organizes awareness programmes and capacity building activities.

The **Internal Quality Assurance Cell (IQAC)** of the college is composed with Academic Experts, Management and Industry representatives, Faculty, Alumni and Student Nominees. The IQAC strives hard towards maintaining and enhancing the quality of education and overall institutional performance. Importance is given for student nominee's suggestions in the IQAC meeting. The IQAC reports details the various initiatives taken to improve academic and administrative processes, including the implementation of innovative teaching methodologies, organization of faculty development programmes, and enhancement of infrastructure and learning resources. Emphasis is given to organize workshops and seminars for holistic development of students and faculty.

Active involvement of students is encouraged in the **Red Ribbon Club (RRC)** of the college to promote awareness about service activities such as blood donation, health awareness camps, etc., which foster a sense of social responsibility. Its primary aim includes organizing awareness campaigns such as alcohol de-addiction and other substance abuse through seminars and workshops. The club encourages voluntary blood donation, aiming to alleviate blood shortages and instill the spirit of saving lives. It also collaborates with healthcare professionals and NGOs to provide accurate information and dispel myths related to various communicable diseases.

The **Heritage Club** of the college has student representatives and serves as a vital platform for preservation and promotion of cultural heritage among students. Its functions encompass organizing

events such as heritage walks, exhibitions, and lectures that highlight the historical and cultural significance of local and national heritage sites.

The **E-Governance Cell** of the college is dedicated for implementing and overseeing the integration of digital technologies in the institution's administrative and academic processes. Student representatives proficient in digital data management are part of the cell since its inception to act as a bridge between administrative staff and students facilitating seamless online learning and resource sharing.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 51.13

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
10.41	9.57	9.72	12.82	8.61

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Alumni Association of the college plays a multifaceted role in enriching the college community. Alumni are extensively involved in various aspects of student development and institutional enhancement.

- 1.Placement Training and Soft Skills Development:** Alumni conduct specialized training sessions to equip students with the necessary skills for placements. These sessions cover resume writing, interview preparation, communication skills, and overall personality development, ensuring that students are well-prepared.
- 2.Domain Knowledge Sharing:** Alumni, with their diverse professional backgrounds, share industry-specific knowledge through workshops and seminars. This helps students gain insights into different fields and emerging trends, broadening their understanding.
- 3.Facilitating Industry Visits:** Alumni leverage their networks to organize industry visits, providing students with firsthand exposure to various work environments. These visits offer valuable insights into industry operations and practices, supplementing theoretical learning with practical experiences.
- 4.Special Lecture Programmes:** Alumni are invited to deliver special lectures on topics of expertise, enriching the academic discourse and exposing students to real-world applications of

their learning. These sessions inspire students and foster a deeper understanding of their fields of study.

5. **Involvement in Internal Quality Assurance Cell (IQAC):** Alumnus serves as member of the IQAC, contributing valuable insights and perspectives to enhance the quality of education and institutional processes.
6. **Alumni Association:** The Association functions very actively in various ways throughout the year for the holistic development of the college.
7. **Referring Students for Job Opportunities:** Alumni who are working in industries, through their extensive professional networks, actively refer students for job openings in industries beyond campus placements. This helps the students to explore career opportunities.
8. **Financial Support:** Some alumni extend financial assistance to the college, to honour toppers with endowment cash prizes, scholarships, etc.

Further, Alumni of the College actively engage in student counseling, offering guidance and mentorship to navigate academic and career challenges. Through MoUs, they facilitate internships in their companies, providing invaluable real-world experience. Additionally, alumni institute cash prize awards for academic excellence, motivating students to strive for success. Their involvement fosters a supportive environment, enriching student experiences and enhancing employability. By bridging academia with industry and recognizing achievement, alumni significantly contribute to the holistic development and recognition of talent within the college community.

The active involvement of alumni in these areas reflects their commitment to the holistic development of students and the sustained growth of the institution. By leveraging their expertise, networks, and resources, alumni play a pivotal role in shaping the future success of students and contributing to the overall excellence of the college.

Some of the established Alumni of the college:

1. Sri. A. H. Vishwanatha, Former Minister of Primary and Secondary Education, GoK
2. Sri S A Ramadas, Former Health Minister, GoK
3. Sri Late. H S Mahadevaprasad, Former Cooperation Minister, GoK
4. Sri. Madhuswamy, Former Parliamentary Affairs Minister, GoK
5. Mr. B S Prashanth, Managing Director, Safe Wheels Group of Companies
6. Mr. Somashekar, Deputy Commissioner, MCC
7. Mr. Pradeep G, Executive Vice President, Jana Small Finance Ltd, Mysuru
8. Mr. Prasanna Kumar, Public Prosecutor, Sira, and other distinguished personalities.

File Description	Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

To be known as an institution providing need-based, skill-integrated, cost-effective, quality and holistic education, transforming the students into globally competitive, employable and responsible citizens and to be recognized as a centre of excellence.

Mission

The college mission statements are to provide a transformative education, blending academic excellence with practical skills through cutting-edge research, diverse perspectives, and collaborative partnerships. The college strives to empower students to excel in their chosen fields and contribute meaningfully to the world.

The institute's distinctive characteristics, outlined in the mission, are discussed as follows:

Governance, leadership, and management

The governance of the college is carried out under Autonomous condition by the statutory bodies, namely, Governing Body (GB), Academic Council (AC), Board of Studies (BoS) and Finance Committee (FC). The college functions as per the resolutions of these bodies.

Towards attaining the objectives and sustainable quality assurance the college has adopted the following means.

- Transparent governance structure with defined roles for academic and administrative leaders.
- Regular leadership meetings to discuss policies, goals and to address challenges.
- Internal Quality Assurance Cell ensures continuous improvement.
- Annual Internal and External Academic and Administrative Audits as feedback mechanisms to ensure effective quality assurance and transparency.

NEP-2020 implementation

The college shared responses for NEP-2019 to JSS Mahavidyapeetha (Management) which sent the consolidated responses from all the educational institutions under its ambience to the Drafting Committee. Finally, when NEP-2020 was implemented by Government of Karnataka through Karnataka Higher Education Council the college made all preparations for its adaption by the end of 2020-21. The

college followed the model curriculum and credit framework or programme structures designed for various Undergraduate Programmes in Arts, Commerce, Science and Management by committee constituted by Higher Education Council. The programme structure consisted of Discipline Specific Cores, Discipline Specific Electives, Open Electives, Ability and Skill Enhancement Courses in L+T+P Model. The college took initiatives to get all these structures for UGC Vocational Programmes from the Higher Education Council. With these preparations NEP-2020 was introduced for 2021-22 Batch as 4 Years Honours Programmes with 2 Major Disciplines and multiple entry/exit options.

Sustained institutional growth

The college provides faculty and staff with a conducive work environment and top-notch facilities. It is ensured to enable students to explore local economic resources for employment and supporting society. The college has created a platform to generate knowledge through scholarly, research and creative endeavors, addressing immediate and long-term societal needs.

Decentralization

The governance structure of Autonomous College as per regulations has the characteristics of decentralization.

Participation in the institutional governance

The President of the College Management, UGC and Parent University Nominees, External Experts, the Chief Executive, the Principal, Teachers and Administrative staff and Alumni of the college participate actively in the institutional governance.

Institutional Perspective plans

The Institution aims to become more multidisciplinary with introduction of programmes on Education, Sports, Fine Arts and emerging fields. The strategic Development Plan of the college is aligned with institution's goals. The college concentrates to conduct regular spiritual and social programmes for value orientation to a greater extent.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

For the effective functioning of the institution, the GB, AC, and BoS and FC are formed for the college as per the guidelines under Autonomous College regulations which support the development through planning, monitoring and execution, budget, review of performance through structured policies as follows.

The GB guides autonomous college in respect of fulfilling its vision and mission, approves new programmes, appointments, annual budget of the college and Institutional Development Plan.

The AC scrutinizes and approves the resolutions of BoS, regulations in respect of students admissions, sports, extra-curricular activities and proper maintenance of Hostel. The AC advises the GB pertaining to all academic affairs.

The BoS recommends to the AC about the courses of studies and measures for quality teaching.

The FC places before the GB budget estimates and audited accounts of the college for the financial year.

The IQAC is pivotal in internalizing and institutionalizing the quality initiatives for academic and administrative aspects. It involves in the planning of the academic calendar and its adherence. The Controller of Examinations monitors the evaluation process. Heads of the Departments are Chairpersons for the respective BoS and are responsible for the preparation of Department time table, work allocation among teachers and supporting staff, review of Work Diary, and timely submission of various reports to the Principal and IQAC. The faculty members play an important role in mentoring the students, conducting the curricular, co-curricular and extra-curricular activities.

Administration: The college has well designed set up for administration work. The Chief Executive oversees all the activities related to 360 degree work process. The administration as per the statutory bodies of the autonomous college is executed by the Principal. Assistant Administrative Officer (AAO) looks after the establishment, finance and accounts sections, routine workflow and management, documentation, and correspondences to appropriate authorities. AAO is finally responsible for all the final submissions to the Principal.

The recruitment procedure, promotional policies and service rules are as per the KCSR, UGC, Directorate of Collegiate Education, Government of Karnataka and JSS Mahavidyapeetha Regulations.

Redressal of Student Grievances:

The Grievance Redressal, Anti-ragging, Anti-sexual Harassment Cells and the student Welfare Committee work for the well-being of students. Barefoot counselling by subject teachers/value education teachers/ mentors and professional counseling by experts at the Counseling Cell of the college shall address student grievances. Information about the functioning of the Cell is given on the Orientation Day, during value education classes and hosted in the website for wide publicity and awareness.

Suggestion boxes are kept in various places within the campus. The complaints/ suggestions are collected and analysed periodically and the necessary actions are initiated.

The mentor-mentee system at the respective department level acts as first line of grievance redressal. If

unresolved, representatives of the students' union meet the Student Welfare Officer/ Principal to communicate and share their opinion, views and grievances.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Appraisal system

Annual appraisal system is existing in the college where each employee is assessed in 360 degree basis in order to strengthen the teaching learning process. The gaps identified by the process are addressed by administrators at different levels and various interventions by IQAC such as training, capacity building, faculty orientation, refresher course, faculty development programmes and all relevant workshops conducted by the college and other institutions.

Welfare Measures

The College takes both statutory and non-statutory welfare measures to ensure the well-being and professional growth of its faculty and supporting staff.

The JSS Employees House Building Cooperative Society provides sites for the employees of the college.

Loan facility is provided by JSS Credit Co-operative society (Regd.). Yashaswini Health Insurance is also secured through JSS Credit cooperative society.

Staff members and their dependents get the benefit from subsidized health services at JSS Hospital.

Retirement and Gratuity Benefits: Group gratuity and retirement benefits are provided to full-time teaching and non-teaching management staff, including a 100% management contribution.

These comprehensive welfare measures reflects the commitment of the college to create a supportive work environment for faculty and supporting staff.

Leaves: Staff members avail duty leaves (OOD facility) to attend and present papers at various training programmes, orientation sessions, refresher courses, workshops and seminars in accordance with government rules. Other Leaves are special casual, maternity/paternity, casual, earned leave and restricted holiday.

Spiritual Development: Facilities for spiritual development are available at Suttur, providing opportunities for personal growth and mental peace through spiritual programmes and retreats.

Festival Advances for Celebrations: Advance payments for the celebration of important festivals are offered to both teaching and non-teaching staff, fostering a sense of community.

Hostel and Canteen Facilities: On-demand hostel facilities are made available for Female Teachers, and the college canteen offers food at subsidized prices, ensuring access to nutritious meals at reasonable rates.

Internal Complaints Committee (ICC): The ICC ensuring the safety of women employees against sexual harassment in the college premises.

Parking Facilities: The College provides parking facilities for Bicycles, Bikes, Cars and Electric Vehicles in the campus.

Internet Facilities: Internet access with wi-fi (250 Mbps) is provided in the college campus.

Career development/progression

The college has the Research Centre recognized by University of Mysore to pursue the research work leading to Ph.D Degree in 9 subjects, namely, Kannada, English, Social Work, Commerce, Biochemistry, Biotechnology, Physics, Chemistry and Mathematics. The centre has 19 guides and 52 research scholars. As per UGC guidelines the college has established Research and Development Cell. Teachers are encouraged to take up major and minor projects and are also provided with seed money for new faculty. Faculty members are allowed to pursue higher studies.

File Description	Document
Upload any additional information	View Document

6.3.2

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

Response: 23.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	41	21	37	63

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 51.37

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
161	48	39	69	77

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The Finance Committee of JSS College of Arts, Commerce and Science, a vital component of the institution, operates in accordance with the UGC Autonomous College regulations. Its primary responsibility is to formulate a comprehensive strategy for resource mobilization, a crucial aspect of sustaining the financial health of the college. It plays a pivotal role in steering the institution's financial trajectory. However, this strategy must first receive the approval of the college Management, ensuring alignment with the institution's overarching goals and objectives.

1. Institutional Funding Strategies

The college mobilizes funds for research and development under various schemes sponsored by funding agencies like UGC, DBT, DST, ICMR, VGST and others. The college also mobilized funds from NAAC to organize conference. The college's proactive engagement with these governmental bodies ensures a steady inflow of funds. The college has mobilized maximum grants under University of Mysore during XI and XII Plan period from UGC. The financial contributions from Alumni and Philanthropists also adds to the resources of the college. The college also generates revenue by conducting training programmes for external students and sale of products produced by the college.

2. Community Engagement

Another critical facet of financial sustenance is the pursuit of sponsorships from diverse stakeholders. The college receives financial support from parents, sponsors, well-wishers, banks, and industries. This bolsters the college's financial stability and fosters a sense of community involvement and support for educational initiatives. Major events such as National/State Level Conferences, Seminars, Workshops, and Special Lectures are made possible through these sponsorships, creating a platform for intellectual exchange and academic enrichment.

3. Accountability and Transparency Measures

Ensuring transparency and accountability, the Finance Committee and the management monitor the regular and timely submissions of utilization certificates, progress reports, and requests for the release of the next installment of grants from the UGC. This meticulous approach enhances the credibility of the institution and reinforces its commitment to responsible financial management.

4. Internal Sources and Financial Structure

The college also relies on internal sources of support, including financial assistance from the Management. This multi-pronged approach ensures a well-rounded financial structure that can withstand the dynamic challenges faced by educational institutions. Furthermore, interest earned on fixed deposits adds another dimension to the revenue stream. The Cash Prizes for the Toppers are given out of the interest accrued on Carpus Fund of the college.

Through a combination of various grants, the college establishes a robust financial foundation. This lays the groundwork for long-term sustainability and growth.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists

during the last five years (not covered in Criterion III and V)

Response: 147.12

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.30	0	0	48.347	98.47

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

A robust financial audit mechanism serves as the backbone of fiscal discipline and transparency at JSS College of Arts, Commerce and Science. This well-defined system involves both internal and external audits, ensuring thorough scrutiny of financial transactions, adherence to regulations, and proper asset management.

Internal Audit: Annually, an approved auditor, M/s Madhavan and Company, appointed by the Management, meticulously examines the receipts and payments accounts and balance sheets of all college accounts. This internal audit process involves a detailed analysis of financial documents. Once completed, audited statements of income and expenditure details are submitted to the management for consideration and approval. This internal audit not only serves as a check on financial accuracy but also facilitates proactive financial decision-making.

External Audit: External audits, conducted by Authorized Bodies such as the Regional Joint Director Office, Department of Collegiate Education, Government of Karnataka, Mysuru, and the Accountant General Office, Bengaluru, further fortify financial oversight. Government auditors perform statutory

audits once every two or three years, meticulously reviewing the utilization of funds. It ensures compliance with statutory guidelines, maintenance of assets and documents, and adherence to financial regulations. The external audit up to fiscal year 2023-24 has been conducted by Regional Joint Director Office. No Objection Certificates for utilization of the grants under different schemes of funding agencies have been obtained.

Department-wise Stock Verification: In addition to financial audits, the institution conducts annual department-wise stock verifications to ensure proper utilization and maintenance of equipment, furniture, library resources, and sports equipment. Independent teams of teachers are entrusted with this responsibility, contributing to the meticulous assessment of the college's assets and resources.

College Finance Committee: The FC advises the GB to consider budget estimates and audited accounts of the college.

Continuous Improvement and Compliance: Financial audits serve as a proactive tool for continuous improvement. By consistently reviewing financial practices and responding to audit recommendations, the college reinforces its commitment to best practices and compliance with regulatory standards. This ongoing process not only enhances financial transparency but also ensures that the institution's financial health is aligned with its strategic objectives.

The financial audit mechanisms at the College, encompassing both internal and external reviews, underscore the institution's commitment to maintaining financial discipline, transparency, and accountability. These audits, coupled with department-wise stock verifications and the empowered role of the College Finance Committee, contribute to the creation of a sound financial foundation that supports the institution's mission and ensures long-term sustainability.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**

- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC plays a pivotal role in fostering a culture of continuous improvement within the institution. The IQAC ensures a conscious, consistent, and catalytic approach for enhancing the overall performance of the institution across all levels, involving stakeholders and internalizing quality culture. Here's an expansion of its contributions:

IQAC diligently prepares the AQAR and submit to the NAAC for showcasing institution's quality initiatives and performance.

The core responsibilities of timely and efficient performance of academic, administrative, and financial tasks are effectively managed. By maintaining a progressive approach, the cell contributes to the smooth functioning of various institutional processes. Reports of IQAC are of good standards which goes through severe review.

The IQAC monitors the periodic review and upgradation of the curriculum and syllabi to align with evolving educational standards and industry requirements.

IQAC puts efforts to secure accreditation and ranking under various quality assurance systems for reflecting the institution's commitment to excellence in education.

Maintaining and enhancing the quality of academic and research endeavors is a priority for the IQAC.

The IQAC facilitates the organization of workshops, seminars, conferences, and other events centered on quality enhancement, fostering a culture of continuous learning and improvement.

Regular feedback and suggestions from stakeholders are solicited and incorporated into institutional practices, with reports on the outcomes being periodically uploaded to the college website.

The IQAC promotes ICT education by providing customized support to both teachers and learners, encouraging the integration of technology into teaching and evaluation methodologies.

The cell meticulously documents various programmes and activities aimed at enhancing quality, ensuring transparency and accountability in the institutional processes.

The IQAC encourages postgraduate students to involve for research under the guidance of faculty mentors, facilitating their academic and intellectual growth.

As a nodal agency, the IQAC coordinates and disseminates best practices related to quality enhancement across the institution, fostering a collaborative approach to institutional improvement.

Two noteworthy practices:

Practice 1: Skill Development Initiatives

Recognizing the need for skilled professionals and addressing the gap between industry demands and academic offerings, the institution has initiated skill development programmes aligned with National Occupational Standards (NOS). In the previous cycle, the institution had 12 collaborations with industries; this number has now increased to 54. These collaborations elevate the soft and industry skills of students through industry-academia interactions. Additionally, the Vocational programme Advanced Diploma in Animation and Multimedia has been upgraded to a BVoc programme. These initiatives significantly enhance the employability of students by equipping them with relevant skills.

Practice 2: Use of ICT in Teaching-Learning Process

Embracing modern teaching methodologies, the institution has introduced interactive teaching tools such as Learning Management Systems (LMS) and online platforms like Zoom, Webex, Google Meet, and Teachmint. A fully equipped Media Centre was established during the 5th Cycle assessment period. The use of LMS by teachers created a digital platform for student learning, while the Media Studio supports e-content development. Continuous support for online activities further enhances accessibility and convenience for learners, ensuring that education remains uninterrupted and effective, even in challenging times.

File Description	Document
Upload any additional information	View Document
Provide the 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The primary objective of the Internal Quality Assurance Cell (IQAC) is to ensure and maintain quality standards in both academic and administrative realms. It endeavors to elevate the performance levels of faculty and students through periodic guidelines and interventions.

IQAC implements various quality assurance strategies and processes including:

1. Organizing induction sessions for newly recruited teachers and incoming students.
2. Conducting seminars, workshops, and conferences on emerging technologies and contemporary topics for faculty and students.
3. Facilitating invited lectures from industry and academic experts.

4. Offering regular training programmes, value-added courses, and vocational training for students and faculty members.
5. Promoting research and consultancy activities.
6. Cultivating a culture of quality within the institution.
7. Introducing diverse pedagogies such as project-based learning, self-learning, industrial internships, industry-assisted projects, and peer-assisted learning to enhance teaching effectiveness and produce employable graduates.

Case Study 1: Academic and Administrative Audit (AAA)

The Academic and Administrative Audit is an annual review conducted to ensure the quality of the teaching-learning process and administrative support provided by the college. This external audit involves senior academic experts from other institutions/universities. The audit is external in nature and is conducted by senior academic experts from other institutions/ Universities. It is ensured that the Chairperson of the Committee is from Vice-Chancellor's ranking so that academic and administrative parameters can go in-tandem with each other. This also ensures objectivity in audit procedure. The audit evaluates programmes and processes based on predetermined benchmarks, suggesting improvements in curriculum, infrastructure, and support services. The IQAC facilitates this audit, preparing a comprehensive report covering various aspects such as annual activities, faculty research, student achievements, and infrastructure. The audit committee presents an executive summary highlighting strengths and areas for improvement. Suggestions are discussed with institution heads, and upon ratification, suitable recommendations are submitted to the management for implementation. Implemented suggestions are incentives, teachers' capacity building programmes, revising pay scales, adopting feedback systems, facilitating awards, organizing remedial classes, and enhancing institutional infrastructure and support services.

Case Study 2: Students' Satisfaction Survey (SSS)

The college conducts an annual Student Satisfaction Survey (SSS) to assess the quality of the teaching-learning process based on NAAC guidelines. The survey, conducted from 2018-2023, seeks feedback from students anonymously to ensure objectivity. Questionnaires, based on NAAC guidelines, are distributed electronically to students, who provide their sincere feedback. The collected data is statistically analyzed to gauge satisfaction levels. The analysed results of all the five years reveals that the majority of the students being satisfied with the teaching-learning process offered by the college. About 86% of respondents have rated excellent, whereas, more than 7% of the respondents rated the service as very good. Results indicate a high satisfaction rate, with the majority of respondents rating the teaching-learning process as excellent or very good. The rating of the respondents to the below rankings such as good, moderate, poor found to be very minimum or negligible. The college addresses minor issues by organizing capacity-building programmes for teachers and providing opportunities for improvement. This proactive approach ensures continuous enhancement of teaching quality and student satisfaction.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equality is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision making and the state of valuing different behaviors, aspirations and needs equally, regardless of gender.

UNCICEF defined gender equality as “women and men, girls and boys, enjoy the same rights, resources, opportunities and protections.

Gender equality is the fifth of seventeen sustainable development goals of the United Nations; gender equality has not incorporated the proposition of genders besides women and men, or gender identities outside of the gender binary. Gender inequality is measured annually by the United Nations Development Programme’s Human Development Reports.

In the light of above, the College imbibes gender equity in its organizational ethos through several dedicated Committees.

Gender Audit Committee: The College has constituted Gender Audit Committee headed by Ms. Manjula Manasa, Former Chairperson, State Women Commission, Karnataka State. The Committee carried out the audit with the prime objectives which are as follows.

- To examine the existing gender based imbalances, if any, in the institution
- To analyze the probable causative factors
- To establish good gender balance environment in the college by addressing the identified gaps.

Committee carried out gender auditing through survey from students on various parameters, presentation from the college authorities and spot inspection.

To fulfill the recommendations of Gender Audit Committee, the college has taken action to organize seminar, special lectures and panel discussions. The college has submitted a proposal to UGC seeking financial assistance for development of Womens' Study Centre.

Women empowerment/ Gender equality is given prime importance in the institution. It is overwhelming to understand the larger number of female students are admitted (771 from UG and 795 from PG Programmes out of 3518 total students in 2022-23) along with majority female educators (92 women against 84 male faculty members).

Safety and Security:

- Counselling: The individual issues of female students are resolved through counseling by the Psychiatrist of JSS Hospital and Mentors of the college and Hostel.
- Every floor of the campus building is equipped with adequate washrooms for both female students and faculty, meticulously maintained to ensure the highest standards of hygiene and sanitation.
- Comprehensive CCTV coverage spans all prominent areas of the campus, providing 360-degree surveillance.
- The campus has round-the- clock security guards in place.
- An established Women’s cell, operational since 2003, focuses on empowering female students and faculty. It aims to enhance their understanding of women’s issues, their rights, and responsibilities.
- The Internal Complaints Committee (ICC) under the POSH Act is in place.
- The College has duly constituted the dedicated *Internal Complaints Committee*.
- Disciplinary committees and squads ensure a safe and welcoming college environment.
- For conducting cultural and sports activities separate forums are formed in the Womens' Hostel.

Some programmes specific to Gender equality are:

1. Panel Discussion on “Gender equality in Educator” on 08 March 2022.
2. A Special lecture programme on “Building Gender – Inclusive Workspace” on 26 April 2022.
3. A Special lecture on Women in Leadership Breaking Barriers on 11 October 2021

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

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

The institution is dedicated to maintaining a sustainable and eco-friendly environment, demonstrating a conscientious approach to waste management. To address both degradable and non-degradable waste, comprehensive facilities and practices have been established, aligning with the principles of environmental responsibility.

Degradable Waste Management-The institution recognizes the importance of managing degradable waste efficiently, as it constitutes a substantial portion of the overall waste generated. To tackle biodegradable waste such as food scraps, kitchen waste, and organic materials, the institution has implemented a robust composting system. Dedicated compost bins are strategically placed across the campus, including in the cafeteria and kitchen areas. These bins are designed to collect organic waste, which is then processed through composting, producing nutrient-rich compost used for landscaping and gardening purposes.

Additionally, the institution promotes the concept of decentralized composting. Each department or

academic block is encouraged to manage its organic waste through composting, fostering a sense of responsibility and sustainability at a localized level. This approach not only reduces the burden on centralized waste management facilities but also enhances the awareness and participation of the academic community in waste reduction initiatives.

Non-Degradable Waste Management-The management of non-degradable waste, particularly plastics, paper, and other recyclable materials, is a key focus of the institution's waste management strategy. Recycling bins are strategically placed throughout the campus, clearly labeled to facilitate the segregation of different types of recyclables. This ensures that materials such as paper, cardboard, plastics, and metals are collected separately, streamlining the recycling process.

The institution collaborates and has a MoU with local recycling facilities to responsibly dispose of and recycle non-degradable waste. Regular pickups and transportation of recyclables to recycling centers are organized to ensure a seamless flow in the waste management cycle. Furthermore, the institution actively promotes the use of recycled materials in its day-to-day operations, closing the loop in the recycling process and contributing to a circular economy.

To address electronic waste (e-waste), the institution has established collection points for the disposal of old and non-functional electronic devices. E-waste poses unique environmental challenges, and the institution is committed to ensuring that such waste is handled and disposed of in accordance with environmental regulations. Periodic e-waste drives are organized to encourage the responsible disposal of electronic gadgets and prevent them from ending up in landfills.

Educational and Awareness Initiatives-Beyond the physical infrastructure for waste management, the institution places a strong emphasis on educational and awareness initiatives. Regular workshops, seminars, and awareness campaigns are conducted to educate students, faculty, and staff about the importance of waste segregation, reduction, and responsible consumption. The aim is to instill a sense of environmental stewardship and mindfulness regarding waste generation and disposal.

In conclusion, the institution's waste management practices encompass a comprehensive approach that addresses both degradable and non-degradable waste. Through a combination of infrastructure, recycling programmes, and educational initiatives, the institution is actively contributing to a sustainable and environmentally responsible campus community.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

A verdant campus constitutes an environment that is not only aesthetically pleasing but also attains higher standards of cleanliness, safety, and health for both habitation and professional endeavors. It is a space where the amalgamation of environmentally friendly practices and educational initiatives collaboratively fosters sustainability and eco-friendly conduct within the academic community.

The ethos of environmental safeguarding is actively underway within the precincts of the college campus. The concept of greening the campus extends beyond a mere aesthetic endeavor; it is a comprehensive strategy aimed at eliminating wasteful inefficiencies.

Solar/Use of Digital Resources in Library: Numerous green practices have been initiated on campus to propagate eco-friendly behavior. Firstly, solar water heater plants have been strategically installed atop hostel building, harnessing the potential of solar energy to meet the hostel's sustainable water heating needs. Additionally, the establishment of digital resources emphasizes a reduction in paper usage through the incorporation of information and communication technology (ICT) tools, promoting soft copy materials over hard copies, advocating email communication, and encouraging online reading habits.

Energy Saving: Energy-saving tips have become an integral aspect of campus life, encompassing the activation of power management features on electronic devices, judicious use of lighting by turning off

unnecessary lights partly by sensor based devices and capitalizing on natural daylight, avoiding the use of decorative lighting, embracing energy-efficient LED's, using fans only when necessary, and unplugging appliances such as printers and chargers when not in use. Awareness campaigns through displays at strategic locations further educate students and staff about the criticality of energy conservation.

Transportation, a significant contributor to environmental impact, is addressed through various sustainable measures. A considerable number of students opt for bicycles, public transport, or pedestrian-friendly routes to access the campus, actively contributing to the preservation of green spaces. Measures to restrict public vehicle entry into the campus and designated parking areas for faculty and students further showcase the commitment to sustainable transport practices.

Plastic free campus-The commitment to a plastic-free campus is evident through the endeavors of student volunteers from the NSS unit, who conduct clean and green programmes to raise awareness about environmental sustainability. The college has imposed restrictions on the usage of plastic bags within the campus and organized specialized awareness programmes on maintaining a plastic-free environment. Sufficiently placed dustbins, accompanied by Swachh Bharat slogans, enhance responsible waste disposal practices.

Green landscaping with trees and plants-The campus's green landscaping, characterized by an abundance of trees and plants, contributes to a carbon dioxide-free environment. Plantation programmes, spearheaded by the NSS unit, focus on augmenting the green cover within the campus. Displays and slogans strategically placed around the campus further reinforce the importance of energy conservation and cleanliness.

Others-Beyond these initiatives, the campus has implemented rainwater harvesting, established a vermi-compost unit, and prioritized the use of LED lamps over CFL's. These measures exemplify the institution's holistic commitment to sustainable and eco-friendly practices, creating an environment where students, faculty, and staff are not only educated about environmental preservation but actively engaged in practices that contribute to a greener and healthier campus ecosystem.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

The institution prides itself on fostering an inclusive and barrier-free environment that is distinctly accommodating to individuals with different abilities, ensuring equal access and participation for all. A

comprehensive approach has been adopted, encompassing various components to create a seamlessly accessible and supportive atmosphere for Differently-abled (Divyangjan) individuals.

The built environment of the institution is thoughtfully designed to facilitate easy access to classrooms. Ramps and lifts have been strategically incorporated into the architectural layout, providing individuals with mobility challenges a hassle-free and dignified means of navigating the campus. This commitment to accessibility not only promotes inclusivity but also underscores the institution's dedication to breaking down physical barriers.

Furthering its commitment to inclusivity, the institution features Divyangjan-friendly washrooms. These facilities are equipped with amenities designed to cater to the specific needs of individuals with varying abilities, ensuring privacy, comfort, and ease of use. The presence of such facilities contributes significantly to fostering an environment that upholds the dignity and convenience of every individual.

In terms of wayfinding and orientation, the institution has implemented a comprehensive signage system that goes beyond conventional norms. Tactile paths, strategically placed lights, and clear signposts collectively form an inclusive navigation system. These features are designed to cater to individuals with visual or sensory impairments, ensuring that they can independently traverse the campus with confidence.

To enhance accessibility in the digital realm, the institution has invested in assistive technology. The institution's website is Divyangjan-accessible with, incorporating features such as screen-reading software and other mechanized tools that facilitate seamless navigation and interaction. This commitment to digital accessibility aligns with the principles of universal design, ensuring that online resources are as accessible and usable as physical spaces. Recognizing the diverse needs of individuals, the institution has proactively addresses the provision for inquiries and information. Human assistance is readily available to provide personalized support. Additionally, the institution offers readers and scribes for individuals who may require such assistance during academic activities. Soft copies of reading materials are made available, promoting flexibility and accommodating various learning preferences. Screen reading facilities further enhance accessibility, allowing individuals with visual impairments to engage with digital content effectively.

In essence, the institution's commitment to creating a barrier-free environment extends beyond physical infrastructure to encompass a holistic approach that considers the diverse needs of individuals with different abilities. By integrating thoughtful design, technology, and supportive services, the institution strives to create an inclusive ecosystem where every individual, regardless of ability, can thrive academically and personally. This commitment not only reflects legal and ethical considerations but also embodies a deep-rooted belief in the inherent value and potential of every member of the academic community.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

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

Response:

The institution stands as a beacon of inclusivity, exemplifying a profound commitment to fostering a harmonious and tolerant environment that embraces the rich tapestry of cultural, regional, linguistic, communal, and socioeconomic diversities. A cornerstone of the institution's ethos lies in recognizing that diversity is not merely a facet of its community but a source of strength, enriching the academic and social fabric.

Cultural inclusivity is a defining feature of the institution's identity. Through a myriad of initiatives, cultural awareness and appreciation are actively cultivated among students, faculty, and staff. Events, festivals, and celebrations representing various cultural backgrounds are organized, providing a platform for individuals to share their traditions, customs, and heritage. The institution recognizes the transformative power of such interactions, fostering a sense of mutual respect and understanding that transcends cultural boundaries.

Regional diversity is not merely acknowledged but celebrated within the institution. Efforts are made to create an environment where students from different regions feel not only welcome but also valued for the unique perspectives they bring. Regional clubs or associations may be established to provide a sense of community for students from specific areas, facilitating a seamless integration into the broader academic and social milieu.

Linguistic diversity is embraced as a linguistic mosaic within the institution. Initiatives promoting multilingualism are championed, recognizing the inherent value of linguistic diversity in fostering effective communication and cultural exchange. Communal harmony is actively nurtured within the institution. Interfaith dialogues, seminars, and cultural exchanges are organized to promote understanding and respect among individuals of different religious backgrounds. The institution strives to create a space where diverse religious beliefs coexist harmoniously; fostering an atmosphere of mutual acceptance and appreciation for the richness that religious diversity brings to the community.

Socioeconomic inclusivity is a priority, with the institution recognizing that financial background should not be a barrier to education. Scholarship programmes, financial aid initiatives, and mentorship opportunities are established to ensure that students from diverse socioeconomic backgrounds have equal access to educational resources and opportunities. This commitment to socioeconomic inclusivity aligns with the institution's broader mission of democratizing education and promoting social equity.

In addition to these explicit initiatives, the institution fosters an inclusive ethos through its curriculum and pedagogy. Course content is designed to reflect diverse perspectives, authors, and voices, promoting an inclusive worldview. Faculty members are encouraged to integrate diverse examples and case studies into their teaching, ensuring that students encounter a broad spectrum of perspectives that prepares them for a globalized world.

The institution's commitment to diversity and inclusivity is not static; it evolves through ongoing

dialogue, feedback mechanisms, and a commitment to continuous improvement. Inclusivity is not merely a checkbox but a lived value that permeates every aspect of institutional life. Through these multifaceted efforts, the institution aspires to be a microcosm of a world where differences are not merely tolerated but celebrated, and where individuals from diverse backgrounds come together to create a vibrant and inclusive academic community.

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

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institution is unwavering in its commitment to cultivating a deep understanding of constitutional obligations, values, rights, duties, and responsibilities among its students and employees. Recognizing that education extends beyond the confines of textbooks, the institution has implemented a multifaceted approach to sensitize its community to the principles enshrined in the Constitution of India. One of the primary avenues through which constitutional awareness is fostered is through specialized workshops and seminars. These sessions, conducted by experts in constitutional law and ethics, delve into the foundational principles of the Constitution. Emphasis is placed not only on the legal aspects but also on the ethical and moral dimensions embedded in the constitutional framework.

Furthermore, the institution organizes interactive sessions with eminent jurists, constitutional scholars, and social activists. These interactions provide students and employees with firsthand insights into the real-world applications of constitutional principles. Discussions on landmark judgments, constitutional amendments, and contemporary legal issues are facilitated, encouraging critical thinking and fostering a sense of civic responsibility.

To complement theoretical knowledge with practical experience, the institution actively encourages student involvement in community service and outreach programmes. These initiatives are designed to expose students to the ground realities of societal challenges and instill in them a sense of duty towards the welfare of the community.

The institution places a significant emphasis on incorporating constitutional literacy into the academic curriculum. Courses dedicated to constitutional studies, legal ethics, and citizenship education are offered

across disciplines. These courses not only impart knowledge of constitutional provisions but also foster a sense of social responsibility and ethical decision-making. By integrating constitutional education into various academic disciplines, the institution ensures that students are exposed to these principles throughout their educational journey.

In addition to formal academic channels, the institution leverages technology to disseminate constitutional knowledge. Webinars, online courses, and digital resources are made available to students and employees, ensuring accessibility and flexibility in learning.

An integral aspect of constitutional sensitization is the celebration of national events and observances. The institution actively participates in commemorations such as Constitution Day, Republic Day, and Independence Day. These occasions provide a symbolic reinforcement of constitutional values and serve as platforms for discussions, lectures, and cultural programmes that underscore the significance of the Constitution in shaping the nation's identity.

To further enhance constitutional awareness, the institution promotes student-led initiatives such as moot courts, debates, and model United Nations conferences. These platforms empower students to delve into legal intricacies, fostering a sense of responsibility towards justice and fairness.

In conclusion, the institution's commitment to the sensitization of students and employees to constitutional obligations is manifested through a holistic approach that integrates formal education, practical experiences, technology-driven learning, and community engagement. By instilling a profound understanding of constitutional values and responsibilities, the institution endeavors to nurture a generation of citizens who are not only well-versed in the legal aspects of the Constitution but are also conscientious, socially aware, and actively engaged in the pursuit of a just and equitable society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

1. Title of the Practice: JSS Radio 91.2 FM Community Radio Station (CRS) to achieve the objectives of Sustainable Development Goals

2. Objectives of the Practice

- To provide continuous, timely, necessary and relevant information and inputs to the students on education, health, etc for helping them to access locally available services from central, state governments and NGOs
- To promote national integration, peace and harmony, moral and ethical values, spiritual education, yoga, health education, Environment and Sustainability Development as per NEP-2020
- To provide hands on experience in radio programme production to the students of Journalism and

Mass Communication

- To broadcast focussed programmes to achieve the objectives of Sustainable Development Goals

3. The Context

- The majority of the programmes addressing by CRS fall within SDGs-3-7 and 13-15.
- CRS value has, in particular, been shown at the time of COVID-19 pandemic.
- To promote and motivate rural students for vertical progression and employment.

4. The Practice

In view of the best practice in the college, JSS RADIO 91.2 FM CRS was inaugurated on 29 August 2021 by Dr L. Murugan, Union Minister of State, MoIB, Govt. of India in the divine presence of His Holiness Jagadguru Sri Shivarathri Deshikendra Mahaswamiji, the President of Management.

Broadcast of JSS Radio on radio is also made through internet. Listener can access the JSS Radio by installing a typical App available on the play store for both Android and iOS operating systems.

This App provides link to the Social media accounts of JSS Radio and also it is possible to accurately know the listenership.

Since its inception in 2021, JSS RADIO 91.2 FM CRS is broadcasting programmes on

- 1.Awareness programmes on COVID 19 pandemic, and other diseases, de-addiction, blood donation, Mother & Child Nutrition, Safe Water drinking etc
- 2.Information relating to PG-CET, KSET, GATE, NET, competitive and other examinations
- 3.UGC Regulations on curbing sexual harassment in the college campus
- 4.UGC Regulations on curbing ragging in the college premises
- 5.Interview programmes with NCC cadets participated in Republic Day parade at New Delhi
- 6.Radio Tutor programmes (Primary/secondary/ college/university/R&D)
- 7.Programme on upliftment of poor and socially challenged
- 8.Infotainment
- 9.Social awareness
- 10.Job/ career opportunities for students
- 11.Skill development programmes
- 12.Science Programmes and Quizzes
- 13.Phone-in interaction
- 14.Grooming Interview Etiquettes
- 15.Constitution of India and legal awareness programmes
- 16.Know about philosophy, society, culture, ethics and Morales
- 17.National and International days
- 18.Traffic rules, rules of various systems.
- 19.Women Empowerment

Broadcasting time: Every day from 7 am to 9 am, 2 to 2.30 pm & 4 pm to 6 pm

5. Evidence of Success

Introduced new PG programmes; Increase in the strength of female students and faculty; enhanced students' participation in R & D; increased demand for Women Hostel; increased Placement; increased industry-institute interactions; involvement of students in Start-up programmes;

Programmes creating awareness on the Government Policies and programmes on services and schemes for the development of community and weaker sections of the Society.

JSS Radio 91.2 FM has been receiving overwhelming appreciative responses from honorable listeners through communication through mobile phone. Motivated by the talks, people volunteered and participated in the blood donation camps. During Covid-19 pandemic stress related mental health issues were addressed and counseled. JSS Radio 91.2 FM, listeners are so much inspired by the programmes broadcasted and have requested for more programmes on different health issues and remedies, modern agriculture, rural education, environmental issues etc.

6. Problems Encountered and Resources Required

Because of Audio-Video Social Media the biggest challenge is to increase the number of Radio Listeners. Awareness programmes have been organized for the students and stakeholders for the access to CRS through Radiowave and JSS 91.2 FM App. The number of listeners has increased gradually. In order to make Radio Station self sustainable measures have been taken to increase number of advertisements and mobilising funds from Central and State Governments.

Any other information

For students who are pursuing media studies in our College and other Institutions JSS Radio with the studio and FM/Internet radio broadcasting provide an unique opportunity to hone their skill in speaking, interview and group discussion.

URL for Clips: <https://www.jsscacs.edu.in/node/2347>

Best Practice 2

1. Title of the practice: JSS Competitive Examination Training Cell

2. Objective of the Practice: Enhancing competitive abilities and to motivate aspiring students for probable career in Government and Corporate Sector.

3. The Context: - Job sectors in India include areas of the economy providing various professions and career opportunities each requiring a set of skills, specialties and qualifications. Government sector provides a great opportunity for career establishment and growth through competitive examinations conducted by various government departments. The trained students can also appear for job selections in non-governmental sectors.

4. The Practice: The College has established **JSS Competitive Examination Training Cell** to which interested students are enrolled and regular guidance classes and workshops are conducted to enhance their basic language skill, general aptitude, general knowledge and subject skills like basic mathematics, history, geography that are required in a broader context to appear for exams like UPSC,

KPSC, SSC, and other Civil Service examinations. Regular mock and practice examinations are conducted to develop IQ, logical and critical thinking and build a strong foundation for a career.

5. Evidence of Success: - Regular coaching creates awareness about various career opportunities in the government sector and students appear for different competitive examinations. A good number of students every year appear for examinations conducted by UPSC, KPSC, RRB, and Army recruitments. A few students also appear for bank recruitments. The activities of the cell also create awareness among students about their community and civilian responsibilities and help them to make proper and realistic occupation choices and professional direction.

6. Problems Encountered and Resources required: Most of the training is imparted by internal resource persons. The success of competitive examination cell lies to some extent on the quality of external resource persons who have certain fixed financial demands. In order to meet this demand the Cell has the plan to charge nominal fee to students of the forthcoming batches.

URL of CET CELL: <https://www.jsscacs.edu.in/jsscacs-cet-cell>

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision Statement: "To be known as an institution providing quality education and to be recognized as a college of excellence."

Mission Statement:

- 1. Providing need-based and cost-effective education.*
- 2. Focus on job opportunities and global competitiveness through innovative courses.*
- 3. Providing holistic education with emphasis on national development.*

Skill Development and industry readiness is one among several distinctive areas prioritised to achieve mission statement. For this purpose the college has implemented the following schemes sanctioned by the University Grants Commission (UGC) and Government of Karnataka.

In order to make education more relevant and to create skilled workforce in service sector, UGC has implemented three schemes i.e. Community College, B.Voc and Deen Dayal Upadhyay Kaushal Kendra under National Skill Qualification Framework. These schemes facilitate close interaction between the

institutions offering skill-based courses and the service industry.

1. Community College Scheme

The 12th Five Year Plan Document of the Planning Commission has also laid a special emphasis on expansion of skill-based programmes in higher education. It recommends setting up of Community Colleges (CC) to serve multiple needs including (i) career oriented education and skills to students interested in directly entering the workforce; (ii) training and education programmes for local employers; (iii) high-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year institutions; and (iv) general interest courses to the community for personal development and interest. The Plan Document also states that Community Colleges will be located to facilitate easy access to underprivileged students and such colleges could either be established as affiliated colleges of universities or as entirely autonomous institutions.

UGC sanctioned CC scheme to run the programmes advanced diploma in retail management and advanced diploma in animation and multimedia with an intake of 50 each with a financial assistance of 129.70 Lakhs in May 2014. Presently the college is running BVoc in Animation and Multimedia extending Advanced Diploma programme by one level.

2. BVoc Programme Scheme

The UGC launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) Degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. This would enable the graduates completing B.Voc. to make a meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge.

The UGC has sanctioned vocational programmes BVoc in Food Processing & Engineering and BVoc in Software Development with a financial assistance of Rs. 1.85 Crores. Presently the college is running both the programmes.

3. Deen Dayal Upadhyaya KAUSHAL Kendra (DDUKK)

Realizing the need to boost vocational education on a larger scale, the UGC established 'Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL) during the XII Plan period. According to the guidelines these centres have to take-up the vocational education to new levels and offer courses beyond B.Voc. degree also. These Centers have to function following the guiding principles of QPs for their programmes and not only focus on skilling alone but also develop entrepreneurship traits. The Centers are guided to maintain a pyramidal structure of student enrolment with respect to Diploma, Advanced Diploma, B.Voc. and further studies at PG and Research level. These Centers have to coordinate between the country's higher education system and Industry to work as Centres of excellence for skill development in specialized areas. This scheme introduced in 2014 subsumes the BVoc Scheme introduced in 2014.

UGC invited proposals for establishment of DDUKK in Jan 2015. 643 Universities and colleges submitted proposals. 44 Universities and colleges and 4 without financial assistance were finally selected by UGC. The college is one of the two institutions in the state of Karnataka to which the scheme was sanctioned to start Community College, vocational programmes BVoc, MVoc and PhD in two

specializations, namely, Food Processing & Engineering and Software Development. The college is running BVoc and MVoc Programmes in the said specializations with an intake of 50 each. In the curriculum of these programmes 60 to 80% is skill development component and 40-20% general education component. Most of the students who have undergone these programmes are employed.

College is keen to start additional Vocational Programmes sanctioned by UGC, namely, BVoc in Advanced Telecom Technologies and BVoc in Tourism and Development.

4. Kaushalya Karnataka Scheme

The Government of Karnataka introduced Kaushalya Karnataka Scheme to provide skill training for five lakh youths with assurance of employment. Our college is the only General Education institution to which the scheme was sanctioned in March 2018 and recognized the institution as training centre and training provider.

The scheme will be implemented once the Government issues work order.

Performance Indicator

A total of 406 students have been skilled trained for specific job roles. BVoc trained students are either employed or vertically mobilised. Community College and MVoc trained students are employed.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- College has concentrated on appointing qualified faculty
- College has worked to boost-up research activities
- VGST has sanctioned Student Projects to the college
- College has taken measures for creating more industry-academia interactions for Start-ups and innovation
- 22 NCC Cadets have attended RDC and TSCs, 1 Cadet appointed as Army Officer, 2 Cadets have joined Army through Agniveer scheme, 1 ANO and 5 Cadets have received Chief Minister/DG NCC Commendation Certificates and Best NCC Company Award by DDG during 2018 - 2023.

Concluding Remarks :

The college stands as a testament to academic excellence, innovation, and societal impact. With a rich legacy dating back to 1964, the college, under the aegis of Sri Suttur Math and JSS Mahavidyapeetha, has consistently upheld the highest standards of education and research. Its commitment to holistic development, evidenced by a diverse range of programmes and state-of-the-art facilities, has empowered thousands of students to excel in their chosen fields. As an intent of learning and enlightenment, the college continues to nurture future leaders, scholars, and changemakers, fostering a culture of excellence and service to society.

The college is recognized by UGC as Deen Dayal Upadhyaya KAUSHAL Kendra and the students are given the training on skills of industry relevance so as to make them employed. The college serves its spectrum of duties on holistic education for making the stakeholders to stand at top in the society. JSS Competitive Examination Training Cell with the motto of providing cost-effective service to build confidence in students to take-up and qualify in the examinations for the posts of public service commission and other government and non-government sectors. One of its best practices of the college, JSS Radio 91.2 FM, broadcasting the programmes related to the Education, Health, Employment, Social Awareness etc, to the students fraternity of our college and local community. These programmes have made a great impact on personality development to face the changes in the competitive world.

The NEP-2020 implementation in the college has brought many positive changes among the students as well as the faculty of the college. Scope for study of interested subjects with more options of open electives has helped the students to acquire knowledge in their field. The Academic Bank of Credits system has made the students to access their academic documents hassle-free and also to claim transparency wherever needed.

The college is intended to introduce Physical Education, Education and Fine Arts Degree Programmes to make its Education Framework more multidisciplinary as per NEP-2020. Further it intends to introduce online/ODL programmes in the near future. The proposals have already been submitted to the Parent University seeking the approval to start Ph.D programmes in Botany and Zoology.

The college has established Research and Development Cell (RDC) to strengthen research activities in the college. Seed money is given to teachers aspiring for research. Further the RDC has members from Academia, Industry and Legal Service sectors. Academic Expert guides in choosing relevant areas of research and methodologies. Industry expert helps in taking collaborative research work and Legal expert would guide

ethical aspects and IPR.

The College has created the wider opportunities for students to study their intended subjects in undergraduate, postgraduate and doctoral programmes as it is reflected in the number of various programmes offered by the college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</p> <p>Answer before DVV Verification : 56 Answer after DVV Verification: 71</p>																				
3.4.1	<p>The Institution ensures implementation of its stated Code of Ethics for research.</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.) 3. Plagiarism check through software 4. Research Advisory Committee <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents</p>																				
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification : 141 Answer after DVV Verification: 141</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>16</td> <td>52</td> <td>32</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50.19</td> <td>16.22</td> <td>51.98</td> <td>44.10</td> <td>20.17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50	16	52	32	20	2022-23	2021-22	2020-21	2019-20	2018-19	50.19	16.22	51.98	44.10	20.17
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	16	52	32	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50.19	16.22	51.98	44.10	20.17																	

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>402.01</td> <td>313.10</td> <td>318.68</td> <td>423.73</td> <td>390.49</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>42.2</td> <td>8.22</td> <td>51.99</td> <td>32.1</td> <td>8.17</td> </tr> </table> <p>Remark : HEI input edited as per the supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	402.01	313.10	318.68	423.73	390.49	2022-23	2021-22	2020-21	2019-20	2018-19	42.2	8.22	51.99	32.1	8.17
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2022-23	2021-22	2020-21	2019-20	2018-19																	
42.2	8.22	51.99	32.1	8.17																	
5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Observation accepted as per the supporting documents</p>																				
7.1.2	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment 6. Wind mill or any other clean green energy <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
3358	3409	3313	2965	3323

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03358	3409	3313	2965	3323

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1359	1019	1099	1118	1292

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01359	1019	1099	1118	1292

2.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
455	333	374	480	418

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
452.25	329.52	371.21	489.01	414.29