



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SILICON CITY COLLEGE OF MANAGEMENT AND COMMERCE

**NO 1 HARINAGAR CROSS AMRUTHNAGAR MAIN ROAD KONANAKUNTE
BANGALORE KARNATAKA**

560108

www.siliconcityscmc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Silicon City College of Management and Commerce has been established to meet the growing professional and aspiration needs of young adults who live in the environs of Konanakunte, South Bangalore. The institution offers comprehensive courses in B.Com (Bachelor of Commerce) and B.B.A. (Bachelor of Business Administration), keeping in mind that students need to emerge as empowered individuals in a globalised world. The learning programme is based on realities of the emerging market and on the case study approach. Students are encouraged to think and reach out of the box in their quest for personal excellence.

Bachelor of Commerce (B.Com)

Bachelors degree in Commerce provides students with an understanding of a broad range of commerce related subjects along with accounting.

The Silicon City College of Management and Commerce is steered by faculty who have had years of experience in the industry as well as in the academic arena, and are thus able to infuse the programme with a blend of practical reality and theoretical principles.

The Silicon City College of Management and Commerce endeavors to prepare aspirants to face the tests of real life.

Bachelor of Business Administration (BBA)

Bachelors degree in business administration provides students with an understanding of a broad range of business and management related subjects along with finance and marketing with real world applications.

Vision

VISION

“To provide education for the development of capabilities and skills in the fields of commerce and management”.

The vision of the college is to develop capabilities and skills in the field of commerce and management rather than just the knowledge and understanding. The vision of the college has been envisaged in lieu with the recommendations of NEP 2020. The goal of our institution is to develop a balanced personality in our students who are successful in developing a career as well as harmony in their personal lives. The capabilities related to commerce like analysing the facts, estimating, hypothesising, arriving at conclusions, problem solving are focused not only through curriculum transaction but various activities conducted. This not only helps them to become professionals in the field of commerce and management but also face problems and overcome them with ease in their day-to-day lives. Such capabilities and skills make them ready for their endeavours in life hence making them essential human resources for the society. As the NEP 2020 envisions, recognizing, identifying, and fostering the unique capabilities of each student should be the motto of higher education, our institution has conceived this vision to help students develop as individuals by honing their unique skills and

developing their unique capabilities under the umbrella of activities of Commerce and management. We respect each student's ambition and facilitate them to pursue their goals of life. Mere gaining conceptual understanding and achievement in examination is not our only objective but it is broader. A student successfully surviving, contributing to the society whilst growing personally is as important to us as achievement in the examinations.

Mission

MISSION • To prepare students with knowledge, capabilities and skills to meet the requirements of the society in commerce and management fields. • To enable students to contribute as human resources in commerce and management areas of the society. • To develop capabilities in students to work for the survival, profit and growth of an organization. The Mission of the college is conceived in three levels. The first is to prepare the students with knowledge, capabilities and skills. This is the mission for the curricular activities where the teaching-learning process helps them to acquire these capabilities. The transaction of the content of the curriculum of commerce and management equips the students with the knowledge, understanding and application of these principles to the real life situations. The second level of the mission is to transform students as human resources. Therefore the mission helps design and implement activities- both curricular and extra-curricular, to enable students to gain skills in the areas of commerce and management which help them to metamorphosis into human resources contributing to the progress of the society. Here there is not only application of skills and capabilities to problem solving but also improving their efficiency and employability. The third level of the mission signifies that the institution is a part of the society and keeps the societal demands in view while educating the students. Our programmes help by addressing 2 the placement needs of both the students and the society. Our institution facilitates the development of human resources to contribute potentially through developing favourable attitudes, values and ethics in students to help them become potential contributors to the growing economy of the society. Hence the three fold mission addresses individual needs, needs of the society and the country's economy overall, indirectly through providing education in the fields of commerce and management. Education is not limited to knowing and applying but transformation of students into potential contributors towards the growing economy of the nation. Our institution, through this mission, asserts its place as an inextricable part of the society and hence the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Faculties are encouraged to engage classes in ICT classrooms and concentrate on innovative ways of teaching by which students can apply the knowledge in their day-to-day life.
- Institution offers merit scholarships for students securing 90% and above and also fee concessions for economically underprivileged students at the time of admission.
- Good infrastructural facility for teaching and learning, HD projectors for best visibility.
- Library is automated, the office and accounts are also automated.
- The Institution's Red Cross and NSS extension activities have conducted various activities like blood donation camp, Plantation drive, Lake cleaning drive and awareness program and many more. A host of Clubs and Committees for value addition during the course of study.
- College teaching staff have published quality research papers in UGC Care Journals and Scopus and other recognized journals.
- Young band of qualified and dedicated teachers, very resourceful and dynamic group, ready to accept new challenges.

- Institution has active MOMs with leading trainers and service providers for holistic learning, like IIM Calcutta and Alpha Tech Academy.
- Active Placement Cell in association with Government bodies like TECSOK and other corporate bodies provides internships for students.
- Institution organizes seminars, workshops, FDPs, Guest lecturer, and motivational talks.
- The institution practices gender equality and treats every member with equal respect.

Institutional Weakness

- Institution needs to improve on advertising to enhance admission.
- Mobilization of funds from different sources has to be focused upon.
- Students seek ancestral, traditional continuation of businesses rather than entrepreneurial ventures or challenging jobs. Students need orientation.
- The institution needs improvement on research related involvement.

Institutional Opportunity

- Making full use of public trust and goodwill of the staff and students.
- Open up new programmes to cater to diversified demands of learners.
- Plan for establishment of PG Center.
- Probable Commencement of CA/ ICWA Coaching Center.
- Institution is enthusiastic and team SCCMC is all set to implement New Education Policy.
- As per NEP, a yoga session has been introduced in the institution for all classes. In addition - Stock Trading, dance, self defense and self employment like tailoring training classes will be introduced in a phased manner.
- Institution to open a language lab shortly- fully equipped to teach at least one local, one national and one foreign language.

Institutional Challenge

- Campus has carpet area of 10,010 Sq.Mtrs., has scope for vertical growth than horizontal.
- Competition by nearby similar colleges.
- Students seeking higher education opt for such institutions, the college needs to start PG courses.
- The college has Limited scope for designing courses or offering new programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institution is affiliated to Bangalore University. Our college follows the syllabus which is prescribed by Bangalore University, so the college limits its role just to provide feedback from stake holders to the University with respect to the curriculum.

At the beginning of the semester Principal and IQAC with HOD's collects the subject preference from the faculties, after the subjects are allotted, timetable committee is instructed to frame the time table for the whole semester in a consolidated format. Then it is further structured into department wise and individual time table for the faculty.

The faculties are instructed by the Principal and HOD's to prepare the lesson plan for their respective subjects. As classes commence, they have to maintain the work done diary, which are checked by the HOD's regularly. Faculties are encouraged to take ICT classes and concentrate on practical way of teaching by which students can apply the knowledge in their day-to-day life.

Students are continuously assessed to check the comprehension level of their subjects; assessment are conducted unit wise and also through periodic internal exams.

Faculties are instructed to prepare the question papers and schemes. After the assessment, students are briefed with their mistakes and corrected so that they will not repeat the same mistakes in their final examination.

Our institution ensures to give required support to the faculty for smooth conduct of curriculum. Apart from the curriculum, institution has introduced add-on-course like basic computer training. This add-on-course will help the students to face the world and acquire the employment skills and also adds value for their programme. The add-on-course is taught by in-house faculty.

Students are also provided with reference books in the library. Institution encourages and cultivates the social responsibilities in the student's mind by conducting the programs like debates and seminars in the classes through the subjects prescribed by Bangalore university. At the end of the semester institution collects feedback from the students, teachers and alumni on curriculum.

Teaching-learning and Evaluation

The college fills seats on first come first serve basis. The management offers merit scholarship for students securing 90% and above and also fee concession for economically underprivileged students at the time of admission. In order to motivate students for transition to higher education system, orientation and bridge courses are conducted to help the students to cope with the course. Advanced learners are identified and encouraged them participate in debate, presentations and group discussions. Slow learners are identified and assisted by concerned teachers through mentoring and counseling. A systematic approach towards teaching is followed i.e., calendar of events, lesson plans and various teaching methodologies are used to make the learning process easy and simple. College emphasizes teachers to use of ICT in Teaching Learning Process.

The teaching learning process focuses on facilitating student centric approach that comprises of activities such as experiential learning and participative learning which includes PGLP. Peer Group Learning Programme is an innovative and jovial way of learning where students participate, interact and achieve educational goals. The faculty uses lecture cum discussion method, presentation, assignment mode etc. The different committees and cells are formed at the beginning of the year to conduct a wide range of activities in order to enhance student's skills, knowledge and to allow them to exhibit their talents.

Faculty are encouraged to improvise their quality of teaching and to enrich their knowledge by organizing and participating in various FDP's Conferences and Workshops. An assessment of a faculty is done through student feedback system. Assessment of students are done through periodic tests, assignments and final examination. Exam committee handles internal assessment and external assessment examination of University conducted in the academic year and ensures the smooth conduct of examinations according to the rules and norms of the University.

Research, Innovations and Extension

Silicon City College of Management and Commerce provides support for research among the staff. The institution motivates the staff to take up research work activities.

The institution has a plan to have its own research centre in the near future. With the NEP in force, the institution plans to expand its wings to support research and development of entrepreneurship among the rural masses.

College Library provides resources like books, computers and internet facility which is useful for research.

The Red Cross and NSS unit as a part of extension activity of the college has conducted various activities like blood donation camp, plantation drive, lake cleaning drive and awareness programmes.

Infrastructure and Learning Resources

SCCMC provides best quality education to its stakeholders with adequate infrastructure facilities to achieve the vision and mission of the college. The college has a definite policy to maintain the campus and keep the equipments in good condition to conduct the activities. SCCMC ensures the safety and security of its staff and students. Retired military personnel heads the security department and the college campus, its floors and facilities are covered under CCTV surveillance.

The college has adequate class rooms and equipments required for teaching; laboratories and HD Projectors for

the regular teaching activity. Sports and cultural facilities are added advantage to the stakeholders to showcase their talents and students are encouraged to participate in various competitions. College has state level and national level participants and a few of them have emerged as champions. The computer lab has a client server model with internet facility of 100+100 Mbps speed. The lab facilitates teaching of BU curriculum and also provides technical support for value added course.

Business/Commerce lab is maintained with models, documents and digital content. Language Lab is used to improve language proficiency and communicative skill. All these laboratories are further equipped with 24/7 power backup and high-speed internet. SCCMC is a Wifi enabled campus. Lab stock and maintenance registers are maintained by the instructor and duly counter signed by the principal. College digital library is open for its stakeholders. Library serves as a learning centre, draws students to use the same. In addition it conducts different activities to encourage the habit of reference and reading.

The college ensures that adequate facilities are not only provided but upgraded from time to time for both instructional activity and learning activity, thereby providing the best ambience to match with the vision and mission of the institution; to develop knowledge, skill and capabilities of the students of SCCMC.

Student Support and Progression

Rather focusing on the book centric study system our college prioritizes the overall development of a student in fields like sports, arts and other social activities. A constructive approach of teaching followed by the college helps the students not only to excel in studies but also prepare them to live, achieve their dreams and be a good citizen. Each student in their learning process will be assigned a mentor to guide throughout the course of time. As students are the major stakeholders of our institution, cells like student welfare committee, grievance cell, placement cell etc reinforces the mental and physical development of students.

To widen the knowledge area of students, college has MoU with institutions such as IIM Kolkata and Alpha Tech Academy who provides certificate courses for novice. The diligent support of placement cell enables the students to stand confidently and achieve financial independence. Placement drive in association with Govt. body like TESCOK and other corporate companies intake students and setup a bright future for them.

College Provides Support to students those are under privileged, by helping them avail Govt. scholarship such as Central Sector Scholarship, ST/ST, minority scholarship and also relaxation in fee structure for students who are from economically weaker section. Winners of cultural events and sports competitions are encouraged and appreciated to make themselves feel proud and also to thank them for announcing the name of the college in the society. 'Nachiketha Award', as a token of appreciation is given to students who make the best use of library facility during the course of their study. NSS and Red Cross units of the college play a vital role in preparing and transforming students to grow as better individuals and a better citizen.

Governance, Leadership and Management

The organisation structure of the institution follows a decentralized and participative style of management. The vision, mission, goals and objectives guide the nature of governance. The college deploys a strategic plan every year for student and faculty development. The management keeps track of the progress of the institution, checks the records, provides infrastructure and conducts meetings at regular intervals. It directs the head of the institution to ensure that the quality is maintained. The college affiliated to Bangalore University strictly

adheres to the directions of the University.

Institution has well-defined committees/cells to ensure complete functioning of the college activities.

The IQAC being one of the central bodies within the college monitors and reviews the teaching-learning process regularly. It organizes seminars, workshops, FDPs, guest lecture, motivational talks to students and faculty members. It also encourages faculty members to attend professional development workshops and FDPs.

The self-appraisal report of all teaching staff is collected on annual basis. Based on the performance and feedback, the principal guides the faculty members.

Institutional Values and Best Practices

Education institution acts as a primary source of creating an environment suitable for the progress of human race. An ideal education institution shall not only focus on delivery of curriculum, but it also nurtures responsible citizens. Silicon City College of management and commerce along with mission of developing capabilities and skills, strives to blend knowledge and human values.

The college practices gender equality and treats every stake holder with equal respect. Student safety is ensured in the campus with the installation of CCTV cameras in all floors.

The college through strict disciplinary measures tackles gender issues, ragging, bullying and other common expected disturbances, however no untoward incident has been recorded in the college.

Faculties, along with the curriculum, teach social values and contextualize the current affairs and encourage healthy, democratic response from the students.

Institution promotes use of alternate source of energy and leads by example through energy conversion measures such as fixing solar energy plants and LED bulbs.

The institute also follows waste management, water conservation and e-waste management in an effective manner.

The college initiates measures to have and maintain green campus. Plastic below 50 microns is banned in the campus.

It is smoking free campus and it has rain water harvesting system and waste management system.

The college is disabled friendly with facilities like elevators, ramp, disabled friendly washrooms and sign posts.

SCCMC stands for the secular spirit of the country. The daily prayer (morning assembly) reflects the same the students and staff sing in one voice, a composition which resonates the secular fabric of Indian republic.

Tolerance and harmony is encouraged. The institution proudly celebrates days of national importance such as Independence Day, Constitution Day and Republic Day. It also celebrates the birthdays of national and spiritual leaders.

The college follows dress code. The uniform is introduced to bring in the feeling of oneness and inculcate a sense of equality and uniformity.

The college has 'Akshara Mithra' as one of its best practices. Akshara Mithra is the department library setup by staff members but extensively used by the students, particularly during the exam seasons.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SILICON CITY COLLEGE OF MANAGEMENT AND COMMERCE |
| Address | NO 1 HARINAGAR CROSS AMRUTHNAGAR MAIN ROAD KONANAKUNTE BANGALORE KARNATAKA |
| City | Bangalore |
| State | Karnataka |
| Pin | 560108 |
| Website | www.siliconcityscmc.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Raghu V | 080-26323044 | 9449567457 | - | scmc.kkbgblr@gmail.com |
| IQAC / CIQA coordinator | Arun Kumar R | 080-6361819194 | 9844505680 | - | mesarunkumar@gmail.com |

| Status of the Institution | |
|---------------------------|---------|
| Institution Status | Private |

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

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

| Establishment Details | |
|-----------------------|--|
| | |

| | | | | |
|--|--|---------------------------------------|-------------------------------|----------------|
| Date of establishment of the college | 24-05-2008 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | | Document | |
| Karnataka | Bangalore University | | View Document | |
| Details of UGC recognition | | | | |
| Under Section | Date | | View Document | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | NO 1 HARINAGAR CROSS AMRUTHNAGAR MAIN ROAD KONANAKUNTE BANGALORE KARNATAKA | Urban | 0.23 | 6804 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|--------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom, Commerce | 36 | PUC | English, Kannada | 130 | 56 |
| UG | BBA, Administration | 36 | PUC | English | 60 | 17 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 0 | | | | 14 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 9 | 0 | 14 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 4 | 2 | 0 | 6 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 0 | 11 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 1 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 37 | 1 | 0 | 0 | 38 |
| | Female | 55 | 0 | 0 | 0 | 55 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 5 | 15 | 6 | 2 |
| | Female | 15 | 6 | 8 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 0 | 0 | 1 |
| | Female | 1 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 2 | 2 | 15 | 11 |
| | Female | 0 | 1 | 28 | 30 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 34 | 40 | 14 | 15 |
| | Female | 75 | 70 | 24 | 30 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 1 | 0 | 0 |
| | Female | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 133 | 135 | 95 | 99 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Silicon City College of management and commerce has adopted multidisciplinary courses offered by Bangalore University. New NEP Curriculum helps the students to select the choice-based courses from others streams. Therefore, students will be able to make a positive contribution to commerce, finance, Trade & Industry, Marketing and Human Resources in national and global context by drawing practical knowledge from different disciplines, which is socially desirable. The institution promotes cross cultural interactions and offers different language options for the students. Kannada, Sanskrit and Hindi are offered and supported with teaching staff. However, students on their own can also opt for</p> |
|--|---|

| | |
|--|--|
| | Tamil, Telugu and Malayalam. The institution provides Digital fluency, Business Documentation for the BBA program and Digital fluency, Event Management for the B.Com program. |
| 2. Academic bank of credits (ABC): | NEP introduced the Academic Bank of Credit system which is a better way for structural growth & progress of students. Curriculum Framework is developed, which helps the BOS of the institutions or University to develop their own academic Schemes of Teaching and Evaluation as per the academic curriculum Bank of credit. SCCMC implemented a credit based system in open electives 1x3 credits for all elective papers. |
| 3. Skill development: | SCCMC planned to execute a Spreadsheet application program under skill development for new age learning. Recent development in the industry and required skill courses has to be provided by the educational Institutions. Silicon City Centre of Excellence, a unit of Silicon City College of Management and Commerce dedicated to unveil the innate potential of students focuses on matching the new trends of the job seeker and the new education policy. IQAC plans to hold periodical brainstorming session to generate ideas for designing new skill development courses. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | SCCMC has planned to introduce keyboard proficiency in Kannada language from the year 2022. This is a Certified course titled AVIGNA – a special introductory course designed for the students of SCCMC on use of keyboards for Kannada typing. The objective of the course is to make the students familiar with keyboards of minimum three languages; one local, one national and one international language. Course is designed and executed by our in-house staff. |
| 5. Focus on Outcome based education (OBE): | SCCMC provides various skill based education outcome programs; • Certified Course in Basic Computer Application(KSHIPRA). (VAC) •Certified course in Tally with GST and Advanced Excel. • Certified IIM-C Integrated course • Aptitude training. •The career guidance and placement cell organizes mathematical / reasoning aptitude tests for all final year students. |
| 6. Distance education/online education: | The institution is planning to commence online certification courses related to the curriculum and |

skill development as per the spirit of NEP. Inhouse BOS and IQAC have conducted brainstorming sessions on the same with the stakeholders who have been taken on the board.

NAAC

Extended Profile

1 Program

1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 159 | 120 | 120 | 120 | 120 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 259 | 302 | 337 | 357 | 348 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 95 | 95 | 95 | 95 | 95 |

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

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 77 | 121 | 119 | 98 | 108 |

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

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14 | 13 | 15 | 15 | 16 |

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

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 17 |

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11.46 | 17.55 | 25.43 | 14.4 | 21.96 |

4.3

Number of Computers

Response: 45

4.4

Total number of computers in the campus for academic purpose

Response: 35

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

1.1.1 The Institution ensures effective curriculum delivery through a well-planned and documented process.

Our Institution is affiliated to Bangalore University and hence follows the curriculum prescribed by the university. The college limits its role to provide feedback from the stakeholders to the University with respect to the curriculum.

Process: Before the commencement of the semester the principal, HOD's and the faculty members hold a meeting where the course preferences are given and the units are allotted as per the faculty's preference, upon the allotment of the syllabus to the faculties, the time table committee takes up the task of framing a suitable timetable for the semester.

The teaching faculty plans the learning experience in advance. A teacher-wise plan for the semester indicating completion of the prescribed syllabus along with enrichment activities is prepared. Keeping this in view the respective HOD's prepare a department wise plan for the curricular and co-curricular program.

The teachers prepare a brief lesson plan containing the content analysis, objectives (as per Bloom's taxonomy) methodology and the evaluation. The lesson plans also contain information on the instructional aids used. The strategies for classroom evaluation are specific to the instructional objectives. The lesson plan format has been designed by the institution keeping all the above in perspective.

The instructional activities of the classroom are carried out based on the framed timetable. The number of classes per unit are calculated by the respective teacher based on the credit points allotted in the university curriculum.

After the completion of the class, the faculties enter their work done dairies. The teachers use different strategies and practices to enable effective curriculum transaction. The methodology like activity-based, problem-solving, ICT integration, collaboration and co-operative learning strategies which are students-centric approaches are adopted by the teaching faculties for effective class room instructions.

Students' attendance is continuously monitored by marking attendance in the classes and if students are irregular, the information will be sent to the parents immediately. Software has been adopted and maintained by the institution to keep a check on attendance. Any student having less than 75% will be warned through notice. Institution has the practice of displaying the attendance on the notice board which informs student about their attendance status regularly. HOD's continuously monitor the completion of the syllabus by the faculty members through meeting and inform the principal, if any faculties are not able to complete the syllabus on time, they shall be allowed to conduct extra classes so that the syllabus is

completed.

Outcomes:

- The above systematic process is to ensure transaction of curriculum This helps the teachers to plan ahead for their innovative strategies of teaching.
- It has helped the teachers to plan for different instructional materials and reference materials for students.
- It has helped the students to perform better with respect to their academic achievements.
- It has ensured that weightages are divided based on the credit points awarded to the different units.
- These methods of curriculum transaction and plan has helped in effective learning.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

Response:

1. The institution adheres to the Academic Calendar including the conduct of CIE (Continuous Internal Evaluation).

The academic calendar of the institution is prepared in advance before the commencement of the academic cycle. The IQAC is the body which prepares the calendar of events keeping the university calendar of events in view, hence relating the flow of events. The activities conducted are under the following heads.

- Orientation program
- Curricular enrichment activities
- Internal assessments
- Cultural activities
- Sports activities

The institution follows the calendar of events to enable overall development of the students.

Process:

- The IQAC in co-ordination with the department plans for the activities under the different heads.
- The different committees are formed and coordinator for each committee is selected.
- Meetings are held with a perspective plan for the year with all the committees.
- A tentative calendar of events is prepared by IQAC, keeping the suggestions, plan of the committee, as well as university calendar of events in view.
- The institution conducts timely assessments to monitor the progress of the students.

Continuous internal evaluation

Objectives

- The internal examination committee is responsible for the conduct of internal assessment.
- The committee is formed for monitoring the progress of the students from time to time.

Process

- The examination committee along with IQAC, under the direction of the principal, plan for the internal assessment at regular intervals in the calendar of events.

The examination committee is assigned the following work: -

- Framing rules for the preparation of question papers.
- Determining time period for the faculties to submit the internal assessment question papers.
- Determining timetable and syllabus for internal assessment.
- Displaying the timetable on the notice board for the students.
- Specifying the time limit for the evaluation of answer scripts by respective faculty
- Tabulation of internal assessment results.
- The examination committee as per the calendar of events takes to its notice the completion of the syllabus from the respective HODs.
- The committee conducts a meeting to determine the syllabus and timetable for IA test. In the meeting the dates for the submission of the test papers by the teachers is determined.
- As per the date, the examination committee collects the test papers and finalizes the print after thorough verification.
- The students are informed about the IA time table and syllabus through displaying the same on the notice board.
- The exam is conducted under strict vigilance of the faculty as per the invigilation time table.
- The answer scripts are valued and results are tabulated.

Outcomes:

- This systematic process has ensured regularity in the students.
- The process helps teachers to keep pace with their teaching and maintain the planned schedule.
- It has also helped in monitoring the progress of the students from time to time, hence improving the student's performance.

Based on their performance in IA the students are guided by teachers individually.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

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

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 2

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

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

Response: 4

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

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

Response: 17.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 77 | 121 | 35 | 19 | 0 |

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

1.3 Curriculum Enrichment

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

Response:

Institution educates students regarding professional ethics, gender, human values, environment and sustainability.

Institution has taken up the following subjects to train students about crosscutting issues.

- Business ethics
- Culture, diversity and society
- Environment and public health
- Science and society

- Business regulation
- E-business and accounting
- Indian Constitution and Human Rights

Under the crosscutting issue of culture, diversity and society as a part of developing human values and gender issues. The college has organized the following activities:

Programmes:

1. Seminar on Bhanwari Devi, a social worker.
2. Students Role play on Dowry.

Objectives:

- To help students understand problems of rural society.
- Develop awareness on Indian society.
- Help eradicate gender difference.

Outcomes of the program:

- Students became aware of the Women Rights.
- Gained knowledge of women protection policies.
- Awareness that child marriage is illegal.
- Students understood gender sensitization.

Crosscutting issues of business ethics: Debate on Business ethics.

- “Businessmen should give back to the society”.

Outcomes:

The students understood importance of business ethics.

Crosscutting issues on Environment and Public Health:

- 1) Seminar on awareness about “Pulse Polio”.

Objective: To help students be aware of pulse polio.

- 2) Seminar on role of sanitation.

Objective: To help students understand the importance of “ODF India” (Open defecation free India).

Outcomes:

- 1) Students understood importance of sanitation.
- 2) Able to relate to women issues.
- 3) Developed better understanding of ODF India.

3) E-Waste Awareness programme.

Objectives:

- To create awareness on e-waste disposal methods.
- To understand the hazards of e-waste.

Outcomes:

- Students able to identify the e-waste.
- Understood importance of recycling.
- Pledged to dispose e-waste in a scientific manner.

4) Programme: Plastic cleaning drive, plantation drive

Objectives:

- To develop the environment protection awareness.
- To provide practical knowledge of cleanliness.
- To emphasize the importance of plastic free environment.
- To create awareness of environment protection act 1986.
- Students understood importance of plastic free environment, importance of greenery.
- on **Science and society**: Role play-Galileo Galilei and the inquisition.
- To make students understand the role of inquisition in innovation and science.
- Students understood that innovation in any field is challenged, is made by observation, experimentations. Facts are to be believed.

b) Programme: Commerce behind Indian space programmes.

- To establish relationship between commerce and science.
- To understand contribution of space programme to commerce.
- Students could relate to the interdependence of science and commerce.

Crosscutting issues of Indian constitution and human rights:

a) **Programme:** A mock parliament

Objectives:

- To help students understand parliamentary procedures.
- Make students reflect on issue of public importance.

Outcomes:

- Students understood the procedure for passing a bill.
- Students introduced to the concept of flexibility in Indian constitution.
- Students learnt to consider issues of public importance.

Crosscutting issues of creativity and innovation:

1) **Programme:** Pictorial presentation of Cave painting and sculptures of Ajanta and Ellora.

Objectives:

- To inculcate aesthetic values among students.
- To help students understand the secular fabric of India in the 1st millennium.
- Students understood ethical values.

Students understood to appreciate temples, viharas, mandirs co-existed without getting destroyed.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 0.79

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

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

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 13.51

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 35

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: C. Any 2 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

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

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

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

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 58.42

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 93 | 99 | 95 | 135 | 133 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 190 | 190 | 190 | 190 | 190 |

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

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

Response: 47.16

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64 | 54 | 57 | 25 | 24 |

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

2.2 Catering to Student Diversity

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

Response:

1. Silicon City College of Management and Commerce provides quality teaching-learning to students. The institution recognizes the slow learners and advanced learners. The institution provides attention to each and every student admitted to the college and works for the betterment of the students.
2. The slow learners and advanced learners are identified based on their performance in the Second PU (12th Standard Examination) and the internal exams conducted by the college.
3. Academically weaker students who are not able to learn in the classroom need extra attention. So remedial classes are conducted to help such students to overcome their difficulty.
4. Individual attention is provided to each and every student in the remedial classes where the students interact with teachers and solve their subject related difficulties.
5. Advanced learners are bright students who are fast in learning. The advanced learners are allowed to refer to library resources for extended learning, guided by a teacher. After the search for extra information, they are made to work in groups to exchange the knowledge and understanding gained.
6. The Activities like Group discussion or seminar on advanced topic, quiz, presentation, Guiding and encouraging to participate in inter college competition etc are conducted for the students.

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

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

Response: 18.5

2.3 Teaching- Learning Process

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

Response:

2017-18

1. E-Business and Accounting – “Web Auction” (08-02-2018)

- **Activity:** “Debate”

Debate for Fourth Semester B. Com “B” section students.

- **Objective:** To provide insights on “Web Auction”.
- **Outcome:** Students understood the “process of Web Auction”.

2. E-Business and Accounting – “E-Commerce Models” (08-03-2018)

- **Activity:**

Students assigned to do presentation on “E-Commerce Models”.

- To provide practical exposure to the concept.
- **Outcome:** Students understood real time transaction process between Business to Consumer & Consumer to Business.

2018-19

1. Activity: Personality Enrichment Programme (11-07-2018)

- An activity of participative learning for first semester students of B. Com and BBA.
- **Objective:** To create sense of belongingness, develop ethical values.
- **Outcome:** Students motivated to study life, teachings of Swami Vivekananda. Reading ability improved. Students learnt a patriotic song.

1. Entrepreneurship Development Programme (21-09-2019)

- **Activity:** “Business Bazaar – Entrepreneurship Fest 2019”; Experiential learning activity organized. Seven groups of students arranged stalls.
- **Objective:** To strengthen planning, organizing skills, improve business communication skills.
- **Outcome:** Students learnt to offer Sale, design Brochures, Pamphlets, attracted customers, negotiation skills presented Profit and Loss account.

2. Soft Skills for Business – Non-verbal Communication (24-09-2019)

- **Activity: Participative learning activity on “Non-verbal communication” specifically on Body Language.** To understand the role of postures and gestures in communication.
- **Objective:** To provide students insights on body language.
- **Outcome:** Students understood to analyze body language and the usage of gestures.

3. Quiz on “Stock and Commodity Markets” (22-02-2020)

- **Activity:** - Quiz on “Stock market”, “Commodity Market” and “Money Market” **Objective:** To sharpen knowledge on the specific topics mentioned.
- **Outcome:** Students became familiar and understood various terminologies used in stock and

Commodity markets.

2020-2021

1. Peer Group Learning Programme (06-07-2020 to 08-07-2020)

- **Activity:** PGLP to enhance planning, organizing, reviewing skills and to consolidate existing knowledge into a conceptual framework.
- **Objective:** Students to gain self-confidence and improve communication skills.
- **Outcome:** Developed self-directed learning skills, enabled to retain conceptual knowledge.

2. Intercollege Debate Fest – “SPANDANA 2021” (18-01-2021 to 22-01-2021)

- **Activity:** Debate in Kannada, English and Hindi Language were conducted. Students from other colleges also participated.
- **Objective:** To build confidence, improve communication & presentation on virtual platform.
- **Outcome:** Students self-assessed their communication and presentation skills.

3. “Fundamentals of Management and Life Skills” (25-11-2020 to 01-12-2020)

- **Activity: Brief Introduction of a Company**

Students assigned to do the presentation on the introduction on Zoom platform.

- **Objective:** To improve Communication and presentation skills of students.
- **Outcome:** Students gained confidence, got clarity on the topic.

4. Financial Accounting (10-02-2021 to 14-02-2021)

- **Activity: “Fire Insurance”**

Calculation of Fire Insurance claims using given set of transactions.

- **Objective:** To understand Computation of Fire Insurance claim.
- **Outcome:** They learnt to relate transaction to specific step, to calculate claim amount.

5. “Fundamentals of management and Life Skills (22-02-2021 to 01-03-2021)

Topics: Life skills, personality development, Attitude and its significance, critical thinking, effective decision making and importance of communication skills.

- **Activity:** Students assigned to do the presentations.
- **Objective:** To enable students to understand the importance of personality development.
- **Outcome:** Students understood the importance of personality development, of attitude to be successful.

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

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

Response:

- The institution adopts the best possible ICT facility for the students, keeping the financial resources and the students strength in the mind, from the year 2013 itself the institution purchased two projectors, speakers and screen for providing effective learning experience through ICT. One projector was fixed in the AV Room and the other kept movable. Teachers were encouraged by the management and the Principal to engage classes in AV Room, based on its availability and to use movable projector in the class rooms. Prof. B.S. Venkatesh the then Principal, Mrs. Smitha and Mrs. Archana extensively used the AV Room or the projector for teaching their subjects.
- Later, Mr. Hemanth, Mrs. Uma, Mrs. Seema and Mrs. Sarala used the AV Room for teaching their respective subjects.
- In the year 2018, the two projectors were upgraded for better models and better resolution. The projectors were put to the best use not only for class room teachings but also during guest lectures, audio-visual Programs, cultural and co-curricular activities.
- When the college moved to the new premises in the year 2019, the management while upgrading the infrastructure provided High Definition (HD) projectors in three class rooms and one was converted into seminar hall. In addition AV Room has a movable projector which is also again used for multipurpose.
- Institution is all geared up to provide the best learning experience for the students and most of the teachers are using the ICT Rooms and delivering the content. IQAC maintains a record of these classes through the IT Co-coordinator and balances the usage making sure that all departments and all teachers use the ICT tools.
- Select classes in the ICT room is recorded and the recording uploaded to the college YouTube channel for the consumption of other students across the university.

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

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 14

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 90.07

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 20.56

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

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

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.57

2.4.3.1 Total experience of full-time teachers

Response: 78

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

2.5 Evaluation Process and Reforms

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

Response:

Silicon City College of Management and Commerce adopts a continuous evaluation through internal assessments, assignments, and presentation etc, for the students in each and every academic year. In the beginning of every academic year an examination committee is formed on rotation basis and IQAC steers the activities of the examination committee.

The main objective of the examination committee is to manage the internal assessment examination of university conducted in college and to assure for the smooth conduct of examination according to the norms of the university and the college.

Process of Internal Assessment Examination:

- The examination committee conducts a meeting along with the Principal and IQAC committee in each and every academic year for approving and finalizing the dates, time, question paper pattern and marks.
- Giving in advance circular to the faculties and students signed by the principal regarding date, time and pattern of examination. For faculties, regarding the submission of question paper and other related documents.
- Examination time table is prepared and duty allotment chart for faculties with the consent from the Principal.
- Faculties will prepare scheme of evaluation along with the question paper and submit it to the examination committee.
- Prepare proper seating arrangements for the students for internal examination.
- Ensure the necessary items to conduct examination i.e., question paper, answer sheets, tags and other stationary items before the exam.
- The marks are awarded to the students based on their performance in the 2 internal assessment exams, their attendance and assignments submitted.

1. The 35 marks of IA exam are reduced to 10 marks each. (10+10=20)

2. The attendance is considered for maximum 5 marks.

3. The assignment is awarded maximum of 5 marks.

4. The total of all the above is considered as 30 marks as per Bangalore University Examination.

- The marks awarded to the students in the internal examination criteria are discussed with the

Principal before finalizing.

- Examination in- charge will display internal assessment marks lists on the notice board to bring it to the notice of the students.
- All the records of the examination are maintained by the institution in soft copy as well as hard copy. Each faculty member has to clarify the student's grievances before uploading to university portal. Any queries from the students are redirected to students grievance and redressal cell.
- Once the marks is finalized and signed by principal the same marks will be uploaded to the Bangalore University portal.

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

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

Response:

- Silicon City College of Management and Commerce has a mechanism in force to record and redress grievances with respect to internal exams.
- Students can approach the grievance cell for any issue which includes error in totalling, or in valuation. Students will record their grievance in the prescribed form.
- Examination Committee shall summon the concerned teacher to look into the matter and if the concern raised is genuine, it shall be resolved. Principal is the appellant authority in case of disputes.
- Silicon City College of Management and Commerce has a systematic procedure for redressal of university examination related grievances.
- The student can approach the faculties/examination committee to redress the examination related grievance such as submission of online examination fee, errors in hall ticket, marks sheet, error in names, revaluation, marks card and marks not obtained, not processed and other issues related to the examination.
- The grievance is reflected in writing, on a prescribed form.
- It is forwarded to the Examination Committee and the committee in charge will forward it to Principal informing about the grievance.
- The issue is escalated to the next level as the grievance is forwarded to the office superintendent.
- The office superintendent attaches relevant supplementary records/forms and with a covering note from the college, submits it to the university and follows up the case.
- In case of revaluation student shall submit a copy of application, the copy of the revaluation form is collected and recorded by the Examination Committee.
- The result of the revaluation is announced by the university and a copy of the result sheet will be attached to the respective application and stored.
- Separate ledger books are maintained by the Examination Committee for internal and university

examination related grievances to register and follow up the grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The program outcomes and programs specific outcomes for BBA, B.Com and VAC (Value Added Course), are informed to the students at the time of admission itself, by the admission committee. Students get complete detailed information about particular program outcomes. After these briefings, during the admission, students are given time to think over and decide on choosing a specific programme that they are interested in. The Value-Added Courses and its benefits in detail are presented to students in the orientation program by the respective HODs. The complete information about the Value-Added Courses to all staff members is made available through department wise meetings by HOD's and by the principal. The detailed information regarding the commencement of courses and the regulations are conveyed to the students through circulars and SMS.

The HODs conduct meetings to communicate the expected course outcomes. Faculties prepare chapter wise objectives and share to the students before commencement of the classes which help to make them understand and become familiar with course outcomes. The course outcome, brief syllabus of Value-Added Courses are shared with faculty members to inform them about the same and HODs welcome any suggestions and improvements on the course. The course and program outcomes are displayed on the website.

The course outcomes are circulated to students during the admission enquiry by the admission committee. The students are informed by subject teachers about subject and subject objectives. Mentor system is also practiced where each faculty is allotted a certain number of students. The students are counselled regularly about all aspects including the curriculum. Students with special skills and advanced learners are also encouraged to pursue higher goals. Special guidance is provided to slow learners to help them perform better.

The attendance and performance of individual students are tracked through the specially customized app 'Banyan Tree'. The attendance committee displays the shortage of attendance list on the notice board before every internal test. The students with a shortage of attendance are counselled and advised to make up the shortage. PTM- Parent Teachers Meeting is a platform where parents and faculties come together to discuss attendance, academic records and Internal mark of their wards. Result analysis is done on a regular basis course wise after every semester end examination. The results are tabulated and published by the university. After the results the students are further counselled to bridge any gap in comprehension to

improve their academic performance. The college provides the best platform beyond the curriculum to the students to enhance their employability. Faculties attend orientation programs which are organised by university on new syllabus, whenever it is introduced to update and understand the course outcomes.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |
| Paste link for Additional information | View Document |

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

Response:

The program outcomes, specific outcomes and course outcomes are evaluated by institution in such a way that Students gain knowledge to enhance performance and Transforms them in to skilled human resource in financial, banking, insurance related service sectors. With the help of practical exposure Students acquire skills in different areas of payroll, HR Management, IT returns filing, analysis of financial statements and reports management of fund flow and cash flow and they will be able to make logical analysis and make decisions either for self and for the company they join. Students get empowered to become entrepreneurs where they learn entrepreneur skills during the program by developing fundamental skill required or needed for managing and creating new enterprise and to manage the business.

During the program, students have acquire skills to apply theoretical and practical knowledge to solve business problems which may lead to occupy positions like marketing manager, accounts manager, financial analyst, bank manager, insurance advisor, company secretary, stock agent etc. and also to become entrepreneurs.

2.6.3 Average pass percentage of Students during last five years

Response: 87.3

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64 | 109 | 103 | 87 | 95 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 77 | 121 | 119 | 98 | 108 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for the annual report | View Document |

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

Response: 3.61

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response: 5****3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response: 0.55****3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

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

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response: 0.27****3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 3 | 0 | 0 | 0 |

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

3.3 Extension Activities

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

Response:

1. Silicon City College of Management and Commerce tries to imbue social values and responsibility among the students by involving them in extension activities.
2. By working with the society students get practical knowledge about the society.
3. Blood Donation Camp is conducted every year to help and save lives.
4. World Environment day is conducted every year by planting sapling , creating awareness to the students and society not to destroy trees, and strengthen afforestation.
5. NSS day is celebrated every year in our college to make students understand the importance of NSS and its contribution to the Society.
6. College has conducted lake cleaning drive in Dodakalassandra and created awareness among the students and society not to pollute water bodies and to keep city Clean.
7. Institution conducted various awareness program like De-addiction program, Drug abuse and other related Crimes, HIV/ AIDS awareness program.
8. Our students, NSS Volunteers collected and donated essential materials during floods in Kodagu, Karnataka in 2019
9. Our College collected funds to help the poor and needy during pandemic. The trust distributed food and other essential items to general public with the help of our NSS Volunteers.
10. The college with the help of NSS and Red cross Volunteers, created Covid awareness, conducted Covid screening/ testing camps or vaccination camps in the campus. Even the general public were invited to use the campus.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0**3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 5****3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response: 7.28****3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 40 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 0

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

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

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

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- The vision of the institution is providing quality education in the field of commerce and management to Educate, Empower the students to face the future challenges.
- The college operational is to develop capabilities in stakeholders to face challenges in their career for the survival and growth of the institution is evaluated by providing adequate facilities for academic and non academic operations.
- The stakeholders have identified that the college is providing quality teaching and friendly environment.
- The institution has adequate infrastructure facilities for both B.Com and BBA UG Programs.
- The total campus Area is 0.23 acre i.e 10010.0 sq.mts in which, the total built up area is 6804 sq.mts.
- The Campus is well-structured with visitors lobby and administrative area with 90 Sq.mts, principal cabin area is 16 Sq.mts, equipped with supporting information system for the regular academic and non academic operations, there are 14 rooms with the total area of 807 Sq.mts for instructional activity.
- There are three class rooms with carpet area of 160 Sq.mts, are converted to ICT instructional activity, A carpet area of 60 Sq.mts for audio visual activity.
- Counseling room with the carpet area of 9 Sq.mts and Board room with the carpet area of 60 Sq.mts.
- The college provides essential material with equipments for laboratory activity for their stakeholders, which includes Computer Lab, Business lab and Commerce lab with the total carpet area of 120 Sq.mts each.
- Library information centre with the carpet area of 74 Sq.mts. Library is equipped with computer system, library software with barcode enabling to do quick transactions by the students and staff.
- Examination control room in the campus with the carpet area of 60 Sq.mts. Sports, NSS/Red cross, Cultural room with carpet area of 60 Sq.mts each for co curricular and extension activities for students.
- A total carpet area of 62 Sq.mts is for Placement, alumni, different cells and girl's common room for our stakeholders.
- The college has a seminar hall with area of 60 Sq.mts with seating capacity of 50, which is ICT enabled and used for FDP, Mini seminars and teaching/learning activities.
- The institution has two auditoriums with a seating capacity of 200 and 100 respectively these are used for cultural and other assembly activities.
- The auditorium was fitted with sound system and projector. In addition, the college use open air auditorium of its sister institution Silicon City Academy of Secondary Education. Since 2019 when the college shifted to new premises as the auditorium is under construction, the institution MOU with its sister institution to use auditorium as and when required.
- The college has installed as per the GOK the statutory amenities and other basic amenities for students and staff.
- The college is under the CCTV surveillance to ensure the safety and security of our students and

staff.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

- Silicon City College of Management and Commerce creates ability in students to achieve not only in academics but also in non-academic activities. The college gives importance to students' safety and security by providing adequate infrastructure in the premises.
- The college has sports room exclusively for sports with the built up area of 40 Sq. mts for indoor games like Chess, Carrom and Table Tennis with required equipments.
- The college encourages the students to register and participate in national, international level and University level competitions. Students have participated in various games and won medals.
- The institution also conducts outdoor sports competitions. Students participate actively and winners will be honoured.
- The college campus provides extended facility. The college has MOU with Silicon City Academy of secondary education for sports activity like Basketball, Skating, Swimming, Foot Ball and Indoor Shuttle Court, 3908 Sq.mts of ground for practicing Kabaddi and Cricket. These activities are accommodated during the co-curricular and extension activity classes.
- To enrich and strengthen our cultural concepts in students, the college has a dedicated cultural room with 58 Sq. mts. for practice.
- The cultural committee organizes various programs like, Ethnic day and competitions like, Singing, Dancing, Drawing, treasure hunt. Every year a theme is given to students. It may be projecting a state, district, city or a cultural trait which has to be presented by the team.
- This will make our students to understand, create ideas and to arrange prpoerties accordingly. The winners will be awarded trophy and medals. The college has conducted inter college debate on language subjects and Core subjects.
- MOU with our sister institution school enables College to use its two auditoriums with a capacity of 200 seats with an area of 394 Sq. Mts. This is used to conduct annual cultural programs. The Cultural programs are conducted every year to encourage students showcase their talents.
- The college has MOU with Starfit Fitness and Dance studio for gym facilities. The studio has experienced trainers, dance teacher to conduct fitness program. The trainer gave presentation to students about fitness and motivated them to stay fit.
- Yoga has been taught as co curricular activity even before NEP, however now, it is a part of regular course. Yoga is regularly conducted in the premises for both genders in separate rooms with in-charge teachers monitoring the activity. Yoga is to balance body and mind which helps the students to achieve their career goals by making yoga a habit and for relaxation of mind.

| Sl.No | Description | Room Number/Name | Sq. Mts |
|-------|-------------|------------------|---------|
| | | | |

| | | | |
|----|-----------------------------|-------------------------|--------------|
| 01 | Sports Room | S-09 | 40 Sq. Mts |
| 02 | Cultural Practice/Yoga Room | FF-04 | 58 Sq. Mts |
| 03 | Gym | Star Fit Fitness Studio | 1500 Sq. Mts |
| 04 | Shuttle Court | SCASE-Indoor | 394 Sq. Mts |
| 05 | Foot Ball Court | SCASE- Indoor | 850 Sq. Mts |
| 07 | Auditorium-1 | SCASE Auditorium-1 | 394 Sq. Mts |
| 08 | Auditorium-2 | SCASE Auditorium-2 | 394 Sq. Mts |

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 30.77

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

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

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

Response: 20.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 13.91 | 0.90 | 1.90 | 1.36 |

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

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

Response:

- **Name of ILMS: Firstbook Solutions Pvt.Ltd**
- **Nature of Automation(Full or Partially):Fully**
- **Version:7.1**
- **Year of Automation:2021**
- Silicon City College of Management and Commerce has a fully functional library with a substantial Collection of books on various Subjects of interest to serve the faculties and students in their academics.
- The college library was started in the academic year 2008 and since the day of initiation, it has acted as the sources of knowledge to learners.
- All books are classified and bar-coded.
- The library will be open from morning 9:00 a.m. to evening 4:30 p.m. on all working days.
- The faculties and students have access to books and digital resources. They are entitled to Borrow books from the library.
- The library ensures that the information resources are collected and organized according to the needs of the users.
- The library is digitally automated with 'Integrated Library Management System' (ILMS). The present installed version of the same is 7.1.
- The library computers have high speed internet connection, which are regularly used by the students and staff for the academic purposes.

The objectives of our college library:

- To provide the right information to the right users at the right time.
- To collect good number of journals, database, CDs, E-books, E-journals, previous year question papers, project reports etc.
- Subscribe to a very good number of national and regional newspapers, scholarly journals and personality development magazines.

- To make library highly useful for our students to cultivate research skills.
- The library committee headed by the principal facilitates upgrading the service quality of the library ensuring that required numbers and titles of the books is procured.
- The Committee has student members on board who not only assist the library in its functioning, but also contribute through suggestions for improving the services.
- Library at SCCMC stands by the vision of the institution, dedicated to develop capabilities through this store house of knowledge

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 0.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.36 | 0.54 | 0.70 | 0.65 | 0.97 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

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

Response: 16.48

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

Response: 45

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- Silicon City College of management and commerce has implemented necessary IT infrastructure for smooth functioning of undergraduate programs.
- The Management is consistently upgrading the ICT facilities as recommended by the IQAC committee, to keep workstations up-to-date in the Institution in alignment with its mission to develop skill and ability related to commerce and management areas.
- The institution updates and acquires digital tools as and when required for faculty and students for effective teaching learning activity.
- Selected Class rooms are equipped with ICT tools for teaching learning activity.
- The Campus has 24/7 Wi-Fi enabled facility provided to 45 workstations. Internet connections of 100+100 Mbps Broadband connectivity with static IP address configured.
- **Internet Service Provider:**

Name of the service Provider: Youth Broad Business Solution.

Plane Name: Youth Rolls Roys 100 Mbps with unlimited Data limit.

Speed: 100+100 Mbps.

Routers: Giga routers up to 300Mbps.

- The college frequently updates IT requirements for administrative operations, which includes accounting and database system.
- Institution provides laptops to its faculty to deliver digital content in the class room with associated ICT facilities. Computer desktops, Wi-Fi, Local Area Network structure, scanning, printing facility, USB and External Hard disk drive are provided to access and store digital content like PPTs, Word, Excel, PDF documents and activity images.

The institution updates its IT facilities frequently as per the requirement of the curriculum and recommendation of IQAC. The same will be augmented the same after the approval from the management

The list of IT facilities as follows:

| Sl.No | Particulars | IT | Purpose |
|-------|---|--------------------------|--------------------|
| 1. | Biometric | Software | Staff data |
| 2. | Banyan Tree (Cognitron)/ Student Portal | Software | Students data base |
| 3. | Youth Broad Band Solutions | Broad Band/100+100 Mbps | Internet/Wi-Fi Ro |
| 4. | Windows Licensed | Operating System | Computers |
| 5. | Website | College Content | Outreach |
| 6. | Digital Tools | Hardware | Storage/ Informati |
| 7. | Tally Prime | Software | Accounts |
| 8. | ICT | Class Rooms/Seminar Hall | Teaching Activity |
| 9. | Library | Software/ Barcode | Books and Journal |

| | | | |
|----|-----------------------|-----------|-------------------|
| 10 | Tally Prime- Licensed | Software | Value Added Cou |
| 11 | Quick Heal | Antivirus | System Protection |

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 7:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 6.03

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.95 | 2.16 | 0.56 | 0.29 | 1.17 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

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

Response:

Silicon City College of management and commerce has a defined set of policies established to maintain physical, academic and support facilities to deliver the expected outcomes. It creates the right ambience for its students & staff.

The college management ensures the maximum utilization of all the facilities in the premises.

Necessary facilities are inspected on a daily basis by the facility manager/chief security officer.

The institution maintains a standard policy with respect to maintenance of infrastructure.

Maintenance will be taken up depending on the nature of repair or replacement after bringing it to the notice of the head of the institution.

General Maintenance Policies:

- Stocks are recorded and audited at the end of the year and repairable items are repaired, obsolete stock will be mentioned in the report. Same will be updated in the stock book.
- The furniture and fixtures are maintained by the maintenance manager, the same will be inspected by the HODs and principal and serviced by M/s Unity Sales Agency.
- The maintenance staff ensures that the premises are clean and safe.
- College has online uninterrupted power supply with 15KVA and 20 batteries. They are serviced periodically by M/s Tektronics Power systems & controls, also Portable power batteries are provided for back up facility.
- Purified drinking water facility is available for students and staff.
- Medical Store facility for students and staff is made available by M/s KBL Medicals (Sri Lakshmi Siddeshwara Charitable Trust).

- The plumbing and electrical repairs are done on call basis, as and when it is required. The qualified engineers are identified for best services by the maintenance manager.
- The building construction and repair works will be carried by the civil engineer; in case of any emergency civil work, it will be executed by the service manager, within a time frame.
- Covid SOP instructions are followed in the campus and necessary precautions are taken to prevent Covid infection.

- Covid 19 task force committee organized vaccination drive in the campus for the students and staff, with the help of the BBMP (Brihat Bengaluru Mahanagara Palike) the committee organized periodical Covid Screening tests for students and staff and ensured that proper quarantine rules were followed in case of any positive reports.
- The college has canteen facility for students and staff, which is maintained by M/s Indraprastha caterers.
- Fire safety equipments are kept functional and timely service is done by M/s OM Fire Service.
- CCTV facilities are also maintained by M/s Sree Sai Computers for functional.
- The college has Lift facility for the use of staff, parents and Divyanggan students; also the needy are allowed to avail the facility. The elevator is maintained under AMC by M/s Johnson Lifts Private Limited.
- The college has a dedicated girls' common room which is overseen by a senior female staff. The room is spacious, and it also serves as first aid room and sick room for girls. Girls' common room is maintained by female staff members and women support staff.
- Safety sign boards and first aid kits are available for care and safety. And the required items are replenished as and when required.
- 24/7 Internet services are being maintained with the support of Youth Broad Band service provider who provides secured internet connection and instant support to fix any service issues.
- Bio metric system is implemented for faculty attendance record and maintained by M/s Sree Sai Computers.
- Equipments are purchased and maintained regularly in a structured format.
- Student Database system (Banyan Tree) is implemented and maintained by M/s Cognitron Technologies.

Academic Maintenance:

- Classrooms, for both B.Com/BBA programs; are allotted depending on the total enrolment for the class. Classes are conducted regularly as per the time table drawn. Classrooms, corridors and all other rooms are sanitized.
- Classrooms and students rest rooms are cleaned on a daily basis. Standard hygienic measures which includes disinfection and chemical fogging is done, occasionally to avoid infections.
- Different committees are formed for the smooth functioning of the programs. Faculties are the workforce behind all the achievements of the institution.
- College has a Computer, Business/Commerce Lab for practical based learning. Computer Lab is well utilized for teaching regular course and for the conduct of value added courses which help students to gain proficiency in computer technology.
- Laboratories are utilized by the students as per the allotted time table.

- Selected classrooms are converted as ICT enabled facilities with the latest configuration.
- Floor wise Routers are installed to increase the speed of the internet and LAN connectivity systems for workstations.
- Computer, hardware, software and Antivirus upgrades are done periodically by M/s Sree Sai Computers.
- College library is organized and managed by the librarian, library assistants and support staff. Library is enabled with First Book software, books are bar-coded and classification is done for easy maintenance of the library.
- Library systems are antivirus protected and are loaded with free internet access.
- Sports equipment is well maintained and annual stock verification is conducted by the committee.
- Cultural room is provided for students Which is used for practice and rehearsals.
- Audio Visual room equipped with projector and display screen, seminar Hall with ICT facilities are maintained by the maintenance team.
- All important cells are provided their own space to operate in a student friendly manner. Also infrastructure is provided to maintain records of these cells.
- NSS and Red Cross units are active and are of high utility contributing to the service wing of the institution.

Administrative Maintenance:

1. Well ventilated office, with computer, Xerox machine and 24/7 internet facility for administrative operations.
2. Inward and outward registers are maintained by PRO and monitored by the head of the institution.
3. Documents are well maintained and stored year wise by the office superintendent.
4. Micro wave oven, kettles and thermos and a mini fridge is provided in the pantry room.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 14.57

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 42 | 50 | 51 | 46 | 42 |

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 12.95

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 22 | 54 | 43 | 58 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

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

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

Response: D. 1 of the above

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

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

Response: 0

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

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

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

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

Response: 5.53

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

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

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 145.45

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 112

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 20

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg:

JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

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

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

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

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.****Response:** 15**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 3 | 0 | 0 | 2 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |

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

Response:

- The college inducts students in almost all the committees and it is made sure that not less than two student members will be in each committee. It is also made sure that it is not a mere representation but active participation in either decision making or execution of function in respective committees. The college has various committees and students are involved in functioning in all these committees. They shall be present in all the meetings of the committees except in confidential issues pertaining to paper setting and evaluation. Even in examination and evaluation process if any student has any grievance, she/he can submit to the student's grievance cell. Induction of students into various committees helps them to develop capabilities, group discussion skills and also, they can contribute to the decision-making process.
- **Student's incorporation in various committees:** IQAC, Placement and Training, Cultural Committee, Sports Committee, Alumni, Various Cells, NSS, Students Welfare Committee, Attendance Committee, Academic Committee, Admission Committee and Library committee.
- **Sports Committee :** Nominates a few interested students who actively participate in various sports activities and also monitor all sport events and arrangements on "ANNUAL Sports Meet" with the mentorship of sports committee convener.
- **Cultural Committee:** Students who are interested in various cultural activities will be nominated as a member of the committee, who will be taking initiatives to conduct cultural programs in the academic year.
- **Various Cells:** Cells like Anti-Sexual harassment cells, Anti- Ragging cell, and Student's grievance cell are inevitable for the smooth flow of an educational institution. Students will be nominated by the conveners of above-mentioned cells for the active participation in handling and solving grievances, monitoring and organizing awareness programs to the students
- **.Placement and Training:** Placement officer nominates the student representatives for the cell, who will take initiative to arrange placements and training activities in the college and also motivate students to take up the campus drives.
- **National Service Scheme:** NSS volunteers or members actively involved in organizing all the NSS activities prescribed by the Bangalore University and actively participates in conducting National festivals, patriotic days, maintaining the campus clean and hygiene, discipline and motivates other students to be socially responsible in the society.
- **Students Welfare Committee:** Students from I, II, III year will be chosen by the committee head. The student member identifies grievance related to curricular or extracurricular activities and helps in decision making and problem solving the same.
- **Alumni Committee:** Alumni involvement helps in the betterment and development of an institution. Interested alumni's' will be the member of alumni committee who helps by their

suggestions for the development of infrastructure and involvement in the academic activities.

- **Admission Committee:** Students who have effective communication and language skill are identified and trained to be the part of the committee. They councils the parents and students who come up for the new admission.
- **Academic committee:** Members of the committee help in the development of academic activities by arranging seminars, workshops and carrier guidance programs in the academic year.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 1.8

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

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

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

- Alumni of SCCMC acts as a bridge between past present and future. Alumni Association named Silicon City SAGA provides various channels through which alumnus can contribute to college in the best manner.
- Alumni are involved in various college activities like training and placement, organizing and judging the sports and cultural events.
- Alumni association meets at the college premises and shares their industrial experience. Through the feedback forms provided, they help the college in designing new courses, various

activities. etc.

- The current alumni association is chaired by the Principal Dr. Raghu V, Senior staff members and a few passed out students. The association is in the process of registration.
- Alumni members are invited to engage the present learners in different capacities through Mentor to Mentee talks.
- The college also encourages alumni to not only share the skill but also to train the students and in the process there are efforts to monetize their services.
- The alumni are encouraged to contribute to the college not only in cash but also in the kind and through service (shramadan). Recently our alumni Shri. Jagadeesh from 2014 batch assisted the college and took the initiative to develop a rooftop garden and has successfully executed the same. He was awarded the contract as he had not only quoted competitively but the college was sure that there will be more value addition and emotional contribution to work. Students (alumni) who were achievers of high order in sports and cultural fields assist to mould the new wave of learners in the college.
- Mrs. Himani Arora an alumna of 2010 batch conducted a mentor to mentee talk to motivate our students to take up banking exams and other competitive exams to build a successful career.
- Mrs. Sreelakshmi Kamath conducted a program on turning once passion into profession. Being a house maker she has successfully built a career as a Bharathanatyam teacher. She shared her experience and motivated the students to never let them dry out their passion.
- Alumni members support the institution in the admission process by counselling applicants to join our college.
- The college proudly records that our alumni members are serving in different areas/ sectors which includes Police Service, Revenue, Banking, Civil Aviation and other service sectors.
- The college is planning to further expand the service base for the alumni through its centre of excellence where a special provision would be made for the alumni to contribute more effectively and to participate directly in the process of skill development programs of the college.
- As on date, not much of financial contribution could be made by the alumni but their contribution in terms of love and respect towards parent institution and the spirit of service is greatly acknowledged by the institution.
- However, the institution is planning for the collection of endowment fund by extending and sharing human resources, alumni plans to tie up different NGO's and also by monetizing their services with a sharing proposition.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution promotes gain of body of knowledge through classroom instruction activities. Skills and capability development required by the society like skills in commerce, entrepreneurial skills, communication skills and employability skills are catered through different activities and consensus conducted by departments of commerce and management under the leadership of IQAC.

To enable students to become useful Human Resources to the society. The IQAC organises extension activities, cultural activities and group activities where students are able to develop their leadership skills, social skills and team building skills.

To develop survival skills and to imbue social responsibility. The students are exposed to social problems and social evils through NSS and other awareness programmes.

The students are motivated to take up the project work to understand the profit growth and functioning of industries.

Objectives of SCCMC

- To empower students to fulfil their academic and professional goals.
- To provide quality learning experience in the programs offered.
- To encourage creativity and innovation among students.
- To provide a conducive environment for learning and holistic development.
- To inculcate virtues of honesty, truth, fairness and ethics.

The following are the vision and mission statements of SCCMC

VISION AND MISSION OF THE INSTITUTION (Since 2008 to 2016)

VISION OF SCCMC

“To develop a conscious and consistent performance in the academic and administrative arenas of the institution”.

MISSION OF SCCMC

“To be the driving force for improving quality in education, remove obstacles and create right ambience for academic excellence”.

VISION AND MISSION OF THE INSTITUTION (From 2017 onwards)

VISION OF SCCMC

“To provide education for the development of capabilities and skills in the fields of commerce and management”.

MISSION OF SCCMC

- To prepare students with knowledge, capabilities and skills to meet the requirements of the society in commerce and management fields.
- To enable students to contribute as human resources in commerce and management areas of the society.
- To develop capabilities in students to work for the survival, profit and growth of an organization.

About Logo of SCCMC

The shield in the logo represents strength, controlled environment and safety. The logo is a customised clover shape which represents good omen of faith, hope, love and luck for the institution. The open book inside the clover indicates that knowledge is truly shared with students for their holistic development. Stars represent excellence and achievements, quality, dreams, guidance, fame, silence, power and exploration. The full form of SCCMC is Silicon City College of Management and Commerce.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

The institution follows a clear-cut practice where decisions in different areas are earmarked for the positions.

Management has veto power in running the organization. However, power is also delegated to different positions and they have freedom to execute their plans and programs. Management holds the power on financial decisions and on providing infrastructure.

Principal is delegated with the power to take decisions and lead the team in different areas. As the Administrative head and Executive, he shall follow University compliances, Plans strategies and design policies, interacts with IQAC periodically to encourage research among the teaching staff and in general for the development of the institution.

Though Principal is the Administrative Head, freedom is given to the IQAC and HODs to plan academic calendar, events for the year, FDPs, workshops, webinars and seminars.

- In turn under the leadership of IQAC and HODs, different committees are formed, which again have the liberty to design, plan events and programs. Most of the committees have student members and their ideas are also discussed and considered if found suitable.
- Each cell / committee has defined set of objectives, functions and desired outcomes. They conduct regular meetings with the members and execute programs with the approval of IQAC.

Decentralization of power

1. Institution encourages all members to grow. It is ensured that a teaching staff member is a part of at least one committee and there is scope for self-development as well as for the positive contribution for the growth of the institution.
2. Only in cases of required deliberations a meeting is held with Principal in the chair, if not the committees independently organize programs.

All committees are delegated powers and the whole system operates on democratic values. They are free to discharge their duties in tandem with the mission and vision of the institution.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Description of One activity implemented successfully through strategic plan by IQAC in the institution from the year 2018-19 to 2020-21:

(a) Improving Employability skills of students

Skills required for students

- Communication skill – Faculty members focused not only on subject teaching but took initiatives to enhance communication skills by conducting activities like Group discussions, Interactive teaching-learning methods, Debates, Quiz, Role play etc
- Practical skill - Faculty members assign skill development activities like preparation of reports and financial statements to students to improve their practical skills. Faculty members also discuss case studies in the classroom teaching.
- Technical skill- Workshops like Corel draw, Advanced Excel and Tally with GST are conducted to equip the students with good technical skill.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

The Silicon City College of Management and Commerce has an organised structure to manage the functioning of College. The different levels of the management and the staff work in cohesion to improve the quality of service of the college and help in progress of the stakeholders.

The Chairman heads the institution along with the secretary. The administration, finance and service rules are set by the heads and the governing council.

The Dean of Studies and Administrator is a liaison between the management and the college. The duties of the Dean are academic guidance and administrative supervision.

The Principal is the academic and administrative head of the college in the office. The Vice-Principal coordinates the work with the principal as the academic in-charge. He supervises the activities of the different department HOD's to ensure proper functioning of the academics.

The IQAC headed by one of the Senior most faculty steers the activities of the institution. Considering the core vision and mission, IQAC ensures that departments and Cells/Committees meet regularly and the proceedings are recorded. It also organises Faculty Development Programmes for not only the staff of SCCMC but at times opens the FDP programmes for teaching fraternity from other colleges. It acts as a quality control unit and acts as a collective Conscious of the whole institution. It ensures that the promised quality is delivered to all stakeholders.

The Heads of the departments are responsible for planning, implementation and feedback of the activities – both curricular and co-curricular with respect to their departments.

The teaching staff and librarian work in co-ordination with each other in their respective departments. The teacher's role is to develop skills, abilities and attitudes related to both curricular and co-curricular aspects. Teachers also play a major role as mentors for the students. They also act as guides and facilitators.

The Librarian works in cohesion with the different departments to provide learning facilities and information access. The librarian conducts programmes for faculty and students to enrich their information and assists them in research work, if any.

The non-teaching staff help in the maintenance of records, accounts, conducting examinations, maintenance of the premises of the college, liaising with the university and other bodies etc. They also assist the teaching staff and management in all the activities of the college.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:**Employment Welfare Schemes provided for Teaching & Non-teaching Staff**

- To all eligible staff of the College, ESI facility is provided which also covers their immediate family members.
- Employee Provident Fund is provided for both teaching & non-teaching staff. There is equal fund contribution from management for EPF.
- Staff can avail 12 days of casual leave in a year. They can also avail earned leave, vacation leave and sick leave.
- Faculties who receive award of PhD will get an Increment up to Rs.2,000/- per month and considerable increment is provided for faculty members who complete NET, SLET and M.Phil.
- Staff members get incentives for achieving excellent results.
- Faculty members pursuing PhD are encouraged to take the benefit of Research facilities available in the college.
- Fee concession is provided for wards of the staff studying in the school and colleges of Silicon City Trust.
- Financial support is provided to Faculty members for attending Faculty Development programmes, Conferences and workshops.
- OOD facility is provided for those attending workshops, Examination, Conferences, Orientation programmes and refresher course.

Other Welfare measures provided for Teaching and Non-teaching staff

- Teachers' Day Celebration – A gift is provided to all Teaching and Non-teaching staff as a token of appreciation of their service to the institution.
- Employees who complete seven years of service in the institution are felicitated with cash prize.
- The management sponsors one day excursion every year for both Teaching and Non-teaching staff.
- Staff members can avail loan facility from the Bank established by the Silicon City Trust and can repay the loan in easy instalments.
- Blazers are provided to Teaching and Non-teaching staff.
- Staff members can make use of library E-Resources for their research work.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 22.12**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 8 | 2 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0.6**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 2.86**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| IQAC report summary | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

Performance appraisal system for teaching staff

Silicon City College of Management and Commerce under the administration of Silicon City Education Trust has a balanced appraisal system. The annual appraisals have a three-tier model.

At the first stage, the employee is allowed to assess himself/herself by providing the activities in which the particular staff is involved and the duties are discharged by him/her is presented in a prescribed format and submitted to the head of the institution (sample document enclosed).

In the next level the head of the institution will peruse the information provided by the staff and add his/her confidential remarks along with his own proforma of assessment (sample document enclosed).

In the third level the management will note both the employee's self-assessment and Principal's assessment of the staff and his confidential note. Based on these along with other details in the service register of the staff shall decide on the annual appraisal.

The management encourages growth of an employee and follows a positive appraisal system. Hardworking and employees with good performance are recognized and rewarded. Disciplinary measures which are very rare will also be initiated by the management as and when the situation demands. It is made sure that all staff members are aware of both positive and negative aspects of performance. Teachers are encouraged to take up professional development Programmes and pass /qualify relevant exams for their career advancement.

SLET, NET, PhD qualifiers are rewarded with suitable additional emoluments in their pay.

After the annual appraisals managing committee conducts a separate meeting with the institutional heads. It conducts one more meeting along with all staff members and head of the institution and addresses them to brief about the appraisals and also motivate them to perform better.

The staff can also present their views and record dissent note, if they have any grievance regarding their appraisals.

Performance appraisal system for non-teaching staff

The non-teaching staff get their annual appraisals based on their service records and confidential remarks from the principal.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Silicon City College of Management and Commerce follows standard procedure of Auditing. The institution undergoes a regular process of auditing through a chartered accountant who is entrusted with that responsibility by Silicon City Education Trust.

Accounting of the institution is completely centralized. The college accountant maintains the daily cash book, Ledger, Bills and payments.

Cash received in the counter for any purpose will be accounted through proper receipts. Then the amount is remitted to the bank on the same day if it is received before 3 pm. Any cash received after 3 pm is remitted on the next day. These receipts are counterchecked by the central accounts against the bank statements. Payments are made through cheques and online transfers but very rarely by cash. These payments are authorized by the secretary and the principal. Payments are always recorded through proper vouchers. Initially the college had only one account which was used for all purposes. Later, different accounts for sports, cultural activities, IQAC and scholarships were opened. All these accounts are jointly held by the secretary and principal. The Audit is conducted by both internal and external Personnel. The senior staff member in the accounts department and the head of central accounts verifies the receipts and payments. Principal too will have to affix his signature at least once in a month in the register after checking the entries. The internal audit team which will be formed every year under the chairmanship of principal at the end of the financial year will scrutinize the accounts and certify the entries. The chartered accountant appointed by the trust will also go through the financial transactions of the institution and certify the same.

The institution is proud to record that no discrepancies are observed so far which reflects that the internal and external audit has been conducted effectively.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

Mobilization of Funds:

The institution focuses on mobilization of funds and for optimal utilization of resources. Every year in the beginning of the academic activity a circular is sent to all the staff members and the trust members to provide financial assistance to meritorious & deserving candidates and amount collected will be used for providing partial support to the students.

Optimum Utilization of Resources

Institution follows “No Haste No Waste” policy while utilising the resources. The purchase committee scrutinizes the requisition for purchase and allows only required items and periodically checks the stock. At the end of the year, stocks are verified for any obsolete items and before disposing them rechecks with the concerned person/department to verify whether the unit as a whole can be made operational or parts of the units may be used later. Also, the newspapers purchased for the library are utilized by the NSS wing for preparing paper bags and the same is distributed to the nearby Vegetable/Fruit vendors. The plastic buckets that were lying useless in the godown (emptied after using the paints while the building was painted) have been used to pot the plants to add a green look to the campus.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2018-19:

Activity 1: Knowledge sharing session for students: “CEO OF THE MONTH”- Talk by CEOs

Topic: “Know Your Aptitude”

To make the students more employable, their skills need to be polished. IQAC planned different programmes under the title “CEO of the month”. CEOs were invited to present introductory talks on the importance of Aptitude skills. The programme was conducted on 04/02/2019 at 10.30 am in the college AV Room.

ACTIVITY 2: Business Lab

Students are encouraged to work in Business lab. Skill development activities were assigned to B.com and BBA students by faculty members. Business lab is utilized for conducting activities like quiz, group discussion and models prepared by students are displayed in the business lab. Group projects are also assigned to build leadership qualities. They learn to build rapport and coordinate with each other effectively.

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2019-20:

Activity 1: Two days “Photoshop” workshop

IQAC organised Photoshop workshop on 30-09-2019 and 1-10-2019 between 9.30 a.m to 3.30 p.m. 87 Students enthusiastically attended the workshop. Students learnt to use software very effectively.

Activity 2: Encouraging Faculty members to enrol for PhD programme:

The management of the Institution and Internal Quality Assessment Cell encourages Faculty members to upgrade their proficiency through PhD programme. Some of the faculty members had enrolled for PhD programme. It has been one of the strategies of the IQAC to enhance the quality of teaching pedagogy. Staff members are encouraged to attend workshops and FDPs related to PhD with a view of promoting research work and upgrade the knowledge building and knowledge sharing by the teachers, management

too encouraged teachers to pursue PhD.

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2020-21:

Activity 1: Online/Offline Faculty Development programmes

The IQAC had conducted many online/offline Faculty development programmes. Most of the Faculty development programmes focussed on enriching research skills among faculty members.

Activity 2: Motivational talk for Faculty members and Students by Mr. Paritosh Sharan, Founder & CEO of Transhuman Consulting

Topic: “Reinvent your life”

The programme was held on 30th July,2020 through Zoom Platform from 11.00 a.m to 12.30 p.m. This session was to motivate faculty members and students during the pandemic.

Outcome: Students motivated to set goals in life and realised benefits of positive attitude.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

Report with two examples of institutional reviews for every year.

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2018-19 ARE AS FOLLOWS:

ACTIVITY 1: SKILL DEVELOPMENT PROGRAMME FOR STUDENTS – COREL DRAW WORKSHOP

Three days Corel draw workshop was conducted by SCCMC’S Computer Academy in collaboration with computer partner “Alpha Tech Academy” on 24th,25th & 26th September 2018 from 9.00 am to 1.00 pm in the computer Lab for the students of Final year B.Com and BBA . The objective of the programme was

to bring out their talents and motivate them to develop skills on technology-based certification, which makes them easier to get job in industry. The trainer Mrs. Ramya, Alpha Tech Academy taught basic and use of tools in Corel draw to design simple and good quality cards. She assigned a task for the students to design visiting cards and logo designing using their creativity. The trainer appreciated the efforts of the students.

Outcome: Students learnt to design visiting cards and logo.

ACTIVITY 2: Classroom Observation and Feedback by Management

While recruiting Faculty members subject expert, principal and inhouse HOD would have observed the class and evaluated the teacher. To Ensure that complacency does not set in, the management represented by Secretary/Chairman along with the principal will observe classes randomly and record the observations. The parameters on which the teachers lesson is evaluated will be discussed with the principal and he shall be further instructed to speak to the concerned Faculty member in person and pass on the same. This practice Ensures that quality of teaching is maintained and also the stakeholders involved are on constant vigil.

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2019-20 ARE AS FOLLOWS:

ACTIVITY 1: “Skill development programme - Skills to scale success”

It was held on 26th September 2019 in AV Room, SCCMC at 1.00 pm. The chief guest and Speaker for the programme was Mr. Abhishek Iyappan. The speaker spoke about the qualities and skills necessary for an individual to achieve success in life. He emphasized on qualities like Optimism, Perseverance, Patience, Creativity, Self-discipline, Commitment towards accomplishment etc. He also spoke about the importance of communication skills, problem solving skills, Analytical skills, Leadership skills and critical thinking skills.

Outcome: Students learnt the importance of specific qualities and they were motivated to equip the necessary skills to be successful in life.

ACTIVITY 2: Faculty Development programme

Topic: “Emerging challenges of project work in Higher Education”

This FDP was organised by IQAC on 23rd November,2019 at 9.30 am in the College AV room. The objective of the programme was to enhance the skillset of Faculty members to overcome the hurdles in guiding the Final year BBA students in their project work. The Resource persons for this programme were Dr.K.S.Sameera Simha and Dr.K.Vikram. The Resource persons spoke about the challenges that are faced by Faculty members in guiding project work of Final year BBA students. The resource persons cleared the doubts that were raised by faculty members very patiently. This FDP gave lot of insights to the participants on project work. This was a very fruitful session for the faculty members.

Outcome: Faculty members learnt to effectively tackle the common problems arising while guiding the students for Project work.

TWO ACTIVITIES IMPLEMENTED BY IQAC IN THE YEAR 2020-21 ARE AS FOLLOWS:

ACTIVITY 1: Motivational session for students

Title: “Set back to come back”

Resource person: Sri Vishnu Ravi, (presenter of AIKYA, Youth initiative of ISKCON Bangalore)

This Online motivational session was conducted on 22nd January, 2021 through Zoom virtual platform. Students of all semesters both B.Com and BBA had attended this session. The Resource person encouraged the students with his motivational words and guided on personal life balance, Stress management, Meditation techniques with various real-life examples. This session was quite interesting one for the students. The students interacted with the resource person enthusiastically. It was a very useful session especially for students in the pandemic time to get adjusted to the new normal.

ACTIVITY 2: “Panel Discussion on National Education Policy (NEP) 2020: A roadmap for excellence in higher education”

This was an online programme organised by the IQAC on 16th April, 2021 through Zoom virtual Platform from 10.30 am to 12.00 pm in order to throw light on recent developments in the Education sector. The objective of this programme was to inculcate knowledge about NEP to Faculty members by providing an opportunity to interact with the Panellists. The chief guest for the programme was Dr.M.S. Manna. The Panellists of the programme were

(a) Dr. Inderpreet kaur, Director, Engineering and Dean of Academics, Desh Bhagat University, Punjab.

(b) Dr. Gagandeep Kaur Gulati, Associate professor & Authorpreneur, Corporate trainer, Founder of weaving dreams, Delhi.

© Dr. Preeta Sharan, Professor & Research Co-ordinator, Dept of ECE, The Oxford College of Engineering, Bengaluru.

The moderator, Mrs. Seema Sinha asked various questions related to NEP to the panel members Dr. Inderpreet kaur, Dr. Gagandeep Kaur Gulati and Dr. Preeta Sharan. The panel members answered all the questions very Patiently and even the participants also got the opportunity to clarify their doubts. This programme was an eye opener for Faculty members on NEP.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

QLM ON GENDER EQUITY PROMOTION 7.1.1

- SCCMC takes responsible roles in providing safety and security to students within the college campus.
- It is the policy of college to treat all students equally irrespective of differences.
- The college takes measures to provide equal opportunities to all genders.
- In order to maintain equity and to avoid gender discrimination, the has taken the following actions:
 1. Faculty development programme organized to help the faculty in understanding the gender related issues.
 2. In this programme the teachers were became sensitized on the gender issues.
 3. The outcome was an improvement in teacher and student relationship; teacher-teacher, teacher-nonteaching staff relationship.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

Waste Management Processes

SCCMC endeavors to be environment friendly and devoted to diminish and deal with the waste produced in the college campus. The accompanying explicit methodology will be followed to ensure SCCMC's commitment in safeguarding the environment.

The college will oversee solid waste through the following accompanying strategies:

- Deliberately draw in with the 3R's of environment kind disposition (Reduce, Reuse and Recycle).
- Gather paper squander created nearby campus and collaborate with scrap sellers for recycling.
- Diminish solid waste by fostering an innovation driven education and administrative model.
- Lessen utilization of paper by supporting digitization of participation and internal assessment records.
- Diminish necessity of printed books by refreshing the digital books and e-journals assortment of the college library.
- Encourage the students and Teachers to use emails for assignments and imposition submission.
- Take initiatives to spread awareness among students about:

1. Food wastage and approaches to limiting it.
2. Minimizing the utilization of packaged food.
3. The propensity for reusing and recycling non-biodegradable items,

Liquid Waste Management

- Keep up with sealed water installations.
- Proceeded with work of a guardian to find prompt ways to stop any water spillage through taps, pipes, tanks, latrine flush and so forth.

E-Waste Management

SCCMC ensures that its utilization of innovation and generation of e-waste doesn't affect the environment.

For this reason, the college intends to endeavor towards:

- More arrangements for the removal of the institutional e-waste.
- Joint effort with e-waste reusing organizations to get electronic waste reused.
- Awareness among students about decrease of e-waste and environment friendly disposal practice for e-waste.
- Empowering department and society level exercises relating to e-waste management.

E-Waste Recycling

- College campus collects obsolete electronics assortments and disposes if not reusable.

Waste Reduction and Recycling

- To set and accomplish focuses on lessening resource use.
- To expand the pace of reusing of every proper material based on life-cycle standards.
- To execute reasonable resource the management rehearses, in light of reduce, reuse and recycle standards.

Awareness and Training

- To impart inside and remotely the College's environmental objectives and execution.
- To bring issues to light among the staff and students of the College's environmental impact, exercises and execution and good practice.
- To give suitable environmental instructive programs to staff and students.
- To energize and work with input and ideas on ensuring good practice.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

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

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

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

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

SCCMC encourages diversity among students; the college has taken initiative for providing inclusive education environment in the institution.

- Tolerance, harmony and inclusive policies are followed from the establishment 2008.
- There is diversity among students with respect to religion, differently abled students, language and geographical background. But the secular spirit is maintained.
- Students are from different religious background like Hindu, Muslim, Christians and Jain's also. But they respect each other and learn harmony.
- To enable facilities for differently abled students, the college has ramp and elevator facilities in the campus.
- Students of SC, ST, other backward caste and minorities, they all are treated equally in the campus without differentiating them based on their socio economic status.
- Students from different linguistic background are also entertained in the college. Though English is used as a major medium of communication, languages are like Hindi, Tamil, Telugu are also be chosen, in addition teachers with similar linguistic background provide them support.
- Students from different states are also welcome and inducted in our college.
- All students are treated with dignity and mutual respect is maintained in the premises.
- The college is tolerant towards all religions and does not impose any religious activity compulsorily on any students. The cultural events promote tolerance and secular spirit of our nation.

| 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 (within 500 words).

Response:

Our institution takes all possible initiatives in organizing various events and programmes for moulding the students and staff to contribute positively to the country. They are sensitized to the needs, responsibilities and duties of the state. As responsible citizens of the county the students are motivated to take part in various activities of the college. The college encourages the students to take part in blood donation camps. Other than academic performance students are nurtured to be proactive in social spheres. They are taught to respect differences; linguistic and other cultural barriers. Students are made to realize the importance of Indian constitution. They are made to understand that it is not just a book of principle but a spirit of direction for the nation.

Singing the national anthem everyday so as to bring a feeling of patriotism among all is practiced. Students and teachers sing national anthem daily in unison in the college assembly. Patriotic spirit is thus rekindled every day. Students are involved in community services so that their perception of society gets broadened. Also motivational lectures are arranged to make them involve in public services activities. Cleaning not only the campus, but around the campus, making it plastic free is a voluntary act of SCCMC team. College organized an awareness rally for the students to create awareness about cleanliness. The college has also conducted a voter awareness programme for all students and was sensitized about their constitutional powers of voting. Our students across all UG courses study constitution of India as a compulsory paper which sensitizes the students about constitutional obligations. Every year republic day is celebrated on 26th January by organizing activities highlighting the importance of Indian constitution. Independence Day is also celebrated each year to highlight the struggle for freedom.

Constitution day

Constitution day is celebrated on 26th November every year. The programme starts with reading of preamble of the constitution followed by lecturers on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. Students are encouraged to participate in activities like essay competition on the related themes.

Responsibilities and Ethics research

UG students have the research methodology subject as a part of curriculum with the objective to acquaint with the ethics in research in connection with their contribution to the society. Environmental science constitutes the part of curricular teaching and evaluation to sensitize the students on the preservation the ecosystem and environment. Students are also sensitized to adapt green practices, conservation of natural resources, alternative source of energy and renewable energy.

Celebration of national days every year

The college celebrates Republic day and Independence Day on 26th January and 15th August respectively. The celebration is attended by students, teaching and non – teaching staff, invitees, guests and attendees. Flag hoisting with national anthem and oath of national integrity followed by distribution of sweets is the regular events of the programmes.

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

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

1. The Code of Conduct is displayed on the website

2. There is a committee to monitor adherence to the Code of Conduct

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: D. 1 of the above

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

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

Response:

Silicon City College of Management and Commerce plays a vital role in nurturing better citizens. Our educational institution raises awareness about the country, its legislature and constitutional system by letters of the written texts, Combination with extracurricular activities. It is important for students to learn about the socio-economic and cultural fabric of the country and to be aware of moral responsibilities.

To inculcate all the above values the college organizes days of national importance and commemorative days of national leaders. College celebrates the following programmes on a regular basis:

Vivekananda Jayanthi (12th January)

The Institution celebrates Swami Vivekananda jayanthi regularly since 2016 either on 12th January or on suitable nearest date. Swami Vivekananda is an inspiration for the young people. Government of India has declared his birthday as National Youth day. The main objective of the celebration is to inspire and motivate our students with Swami Vivekananda's life and message.

Republic Day (26th January)

One of India's major national festivals, the Republic Day, is celebrated on January 26 every year. On this day, constitution of India was adapted. During these programmes constitutional experts, advocates and senior citizens are invited to share the dais with the institution heads. They deliver lecture on the history of Indian constitution, the committees and the effort that went behind in designing the document.

Ambedkar Jayanthi (14th April)

Constitution is the policy document of governance providing direction in all fields, and it also represents the secular spirit of the country. The country venerates the Pioneers who prepared this document. And it is a known fact that Dr. B.R. Ambedkar spear headed the committee and tabled the constitution. College salutes this grate soul on his birthday 14th April of every year. His struggle against social inequality and

untouchability, his indomitable spirit to fight will be remembered on the day.

Independence Day (15th August)

A proud moment of every Indian is when India became Independent on August 15th 1947. The day is celebrated as National Independence day across the country. It is a day we remember the contribution of freedom fighters. Our institution celebrates Independence Day every year with an objective of creating awareness on the greats who participated and sacrificed their life for freedom of our country. College celebrates Independence Day with joy and patriotic spirit.

Gandhi Jayanthi (2nd October)

Gandhiji, father of the nation, the Mahatma is a path finder of modern India. He followed truth and non violence. Our freedom fighters were guided and motivated by him. College remembers him with love and respect on his birthday every year on October 2.

By conducting such commemorative day celebrations, students become aware of their social responsibility, develop moral values ??and adopt and apply these in their own lives. Silicon City College of Management and Commerce not only provides syllabus prescribed education but also strives hard to imbue true national spirit and human values. Thus it makes the best effort to build future India through a economically and morally strong citizens.

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

7.2 Best Practices

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

Response:

UNIFORMITY (Dress code)

1. Title of the practice:-

DRESS CODE (Uniformity)

1. Objectives of the practice:-

- To make the students to feel belongingness towards the institution.
- To build self confidence and develop the personality of the student.
- To boost up the morale and self confidence of the student.
- To build professional attitude towards learning.
- To practice professional identity.

1. The context:-

The institution had a specific context as to why this uniform or dress code needs to be put into practice.

It was observed that students had a casual approach towards the college and it was noted by management, principal and placement officer that during the placement training and during the interviews, students did not stand apart from the crowd. Most of the students are from the mofussil area, there is no serious approach towards learning and that is reflected in their casual approach. During the placement activities held outside the campus our students reported that, many number of colleges had participated in the Job fair, and students with uniform had an edge in getting selected.

During the campus interviews at college, HRs of different companies suggested that, our students need to have a dress code to present them in a better way. In that context a proposal was put to the management by the principal. Initial reluctance from the parents was observed. However, it was overcome by due counseling during the admission process.

Finally they were made to understand that it is not just a cloth we wear, but it is through the dress we wear our attitude. SCCMC wanted students to wear the right attitude and carry correct spirit towards learning and to reflect the purpose in a professional manner and that is why uniform was introduced.

1. The practice:-

The general purpose of the institution is to make the students feel the belongingness towards the institution. Uniform creates the identity not only for the student but, also to the institution. Then it also helps to build the self confidence and development of personality of the student. Belongingness is a spirit for a student that aligns him with institution and its objectives. With the logo of the college on their chest, they act as the ambassadors of the institution.

There is also a purpose of marketing behind the introduction of uniform. When the students move around in the city wearing our college uniforms, a brand building activity will also be happening in the process.

By fulfilling the objective of the practice – it creates the sense of belongingness, gives them special identity, boosts their self confidence and also inculcates in them a professional attitude towards learning.

1. Evidence of success:

It was heartwarming to observe the students walking around proudly in their uniforms. Their participation in intercollegiate competitions and placement activities increased and a surge in their confidence was marked. College also recorded substantial increase in campus selection. Thus it was a good decision that the uniform was introduced.

1. Problems encountered and resources required:-

Initially, the idea of introducing uniform was received with lot of apprehension by the management, teachers and students. All students were informed that the uniform will be introduced from year 2018 and the circular was sent to the respective classes. For the new admission it was made very clear that uniform is necessary.

After the first round of communication in the admission counseling, quotations from vendors were called for the supply of uniform. Since there was already a vendor supplying uniforms for a sister institution SCASE, the same vendor was finalized. His quote was reasonable. Then came the challenge of taking measurement of all grown up boys and girls. But, even this challenge was handled effectively; within 3 days both lady tailor and a gentlemen came to the college for recording the measurement.

Girls` dress measurement was taken in the girls` common room and the boys` measurement was taken in AV room. Principal, secretary and the students` welfare committee head sat together and scrutinized different types of fabrics and choose the proper fabric with good life and proper thickness.

Then came the biggest challenge **the delivery**, once the supplier started issuing finished uniform, it was given to college custody. Non teaching staff member (**Ravi Kumar**) took the responsibility of delivery and managed the stock.

Records were maintained and submitted to the finance department and then the bill was finally cleared.

At the end of the semester oral feedback was obtained from each class room regarding their level of satisfaction about the uniform. Though there were some minor issues with respect to fitting, they all felt happy with the uniform.

Reluctance was the main challenge encountered as it was a corona hit a period, where all the stake holders felt that investment on uniform was an extra burden on the purse. Even the final year students were not happy, because they had only one year to go, the practice was introduced in 2018, there were 3 batches of students, one fresher`s i.e. first year, who will be in the institution for 3 years, another batch of second year students, who are going with us 2 for years and final year students, who will be walking out in a span of just 180 days. Counseling this heterogeneous group to accept the idea of uniform was a major challenge.

Final year students were counseled by the principal, vice principal and class mentor. They addressed the students in the class room, made to understand that, it is important to have their own identity and also to attend interviews in a professional manner. Then they agreed, all of them went ahead but they also had one more point here, since they were moving out of this institution within next few months, they wanted to have a say in the choice of colour. The objection was sustained and the final year student representatives

were invited to choose the colour for their blazer.

The final year got their choice of colour; first and second years got a particular style and colour of uniform.

The supplier was of the opinion that a particular day must be fixed for noting measurements and it must be over in a specific period of time. However, as it is usual with the students, some of them were absent or some of them did not attend the college on the stipulated day for personal reasons.

Regarding this challenge the tailor was convinced by the principal that it cannot be done in one day, but be spread over for 3 days and then even in spite of that few students could not give the measurements. Such students were instructed to go to the vendor's unit to provide their measurements.

The final challenge was the delivery of uniforms. Covid struck us hard and many students, who were out of station, could not collect.

Even when the college reopened after lockdown, that was a challenge because, the college had to maintain the stock till the clearance. However, as the situation eased and attendance improved, uniforms were distributed and stocks cleared.

7.2.1 BEST PRACTICE OF INSTITUTION

(AKSHARA MITHRA)DEPARTMENT LIBRARY

1. Title of the practice:-

Akshara mithra (department library)

1. Objectives of the practice:-

- To gain knowledge for teaching and learning at the department level.
- To expose young learners to books and to encourage reading habit.
- To involve staff members in contributing, developing and sharing knowledge.

1. The context:-

SCCMC started operating from 2008; it marked growth of student's strength from 2015 onwards. The staff observed that students need to be exposed to books and must develop habit of reading. The teachers also observed that the students had to be persuaded to utilize library to browse books. Therefore, senior staff members came up with an idea of building a small department library in both the commerce and management department. As the quote says "if the mountain will not come to Mohamed, the Mohamed must go to the mountain" the same way if the students are not visiting library, the library must be brought to the students. All teachers contributed to build department library by donating complementary books and purchased books. With a small collection of books in 2016, the department library has now substantial number of books, in its stock.

1. The practice:-

Books in the department are sorted out subject wise and stacked neatly in the racks. If there are any new books to be added, they will be numbered and added. Librarian of the college will assist the department staff in numbering and arranging the books. If necessary and if available students too will be involved in this annual event. It is usually done in the semester break at the end of the academic year. The book details are maintained in the register. At the end of academic year along with the other stocktaking these books will also be counted; old, torn and unusable books will be discarded and if possible, they will be replaced with new copies. Students, who are in need of books, usually visit the department for this purpose at the exam time, usually when the books get exhausted in the library, will make the entry in the borrower's register. Any staff member present at that time will acknowledge the issuance of the book. After the exams, when the college re-opens a circular will be sent to the classes reminding the students, who have borrowed the books to return the same. When students return the books, it is recorded again in the return register and the student's name will be rounded off in the borrower's register. Very rare cases of unreturned books are recorded in the department library

The department library has its own set of instructions, as below for students and staff.

Instructions to students and staff

- Silence to be strictly observed.
- Eatables are prohibited in the department library.
- Users are requested to avoid talking or discussion that will disturb other readers.
- Reading table meant for individual study only.
- Care must be taken to see that the department library walls, furniture and reading materials are not spoiled/ damaged/ soiled in any way.
- Readers are requested to switch off their cell phones.
- Books should be handled with great care.
- Please avoid keeping the volumes open on the table or putting with their face down or inserting the note books or pencils in between the pages and closing them.
- Pages must not be folded to serve as book marks.
- Mutilation and disfiguring of pages of department library materials by ink or pencil mark is prohibited. If any defects found in the books volumes taken out for reading or borrowing should be brought immediately to the notice of the staff on duty.
- Books loaned should be protected from dust insects, etc.....

The department libraries have supported the existing learning material supplement and are acting as complementary force to develop the habit of reading and reference.

1. Evidence of success:-

The practice of departmental library is a great success since many students have reaped benefit from the

practice. The stock register reflects new addition of books every year, in turn reflect that the staff were involved in resourcing or raising or contributing fund for procurement of books. Involvement and sharing by the staff members has contributed to the bonding not only between the students and staff, but also the belongingness of the staff is reflected in their work.

The students who have used the facility have acknowledged that the practice has helped them to achieve letters from students better. The marks statement scored in their subjects reflect the same. Poor students who were not able to purchase text books have also acknowledged that, this practice helped them to prepare well for the exams.

1. Problems encountered and resources required:-

The idea of department library, though welcomed initially had lukewarm response in the beginning. First challenge was to procure book racks to stock the books. The second was to procure books for the practice. Third and important challenge was to motivate both teachers and students to make best use of this facility.

To solve the first challenge management was approached to provide two metal book racks for the purpose. Management readily responded and sent the same.

Regarding the second challenge, as a primary step complimentary copies received from different book publishers were used. Then extra copies, which teachers felt could be shared was added. Later subject teachers were encouraged to sponsor/ purchase copies and add to department library.

About the last challenge, it was not about material but about the change of attitude and transformation within. principal was requested to address the staff and students on importance of reading and reference, for which he readily agreed. Then teachers while teaching in classrooms occasionally dropped phrases from reference materials to motivate and they started informing and inviting students to the department library. Slowly the users increased and system started rolling and now, is a fully evolved additional learning resource.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

- Silicon City College of management and commerce focuses on discipline and inculcates patriotism in the minds of student by following activities such as morning assembly.
- The morning assembly duration is from 8:55 am to 9:00 am from Monday to Saturday.

Program:

- Assembly begins with reading of headlines from news paper followed by thought for the day presented by a student.
- Important news and current affairs are read as a part of improving the knowledge of students.
- This session particularly aims to prepare the learners to take up competitive exam and interviews.
- SCCMC has a best practice to keep a record of the birthdays of the students are celebrated by wishing them on the Dias and by addressing their strengths achievements to boost their morale.
- Teachers and principal take time to share information celebrate special days or remember the contributions of eminent personalities.
- Student whose birthday falls on the particular day will be called to the dais and wished.
- On special days a brief will be delivered.
- Through these activities students realize the importance of special days as these helps in development of a holistic personality.
- For reading a newspaper headlines the alphabetical order of the students as per the attendance registers is followed so that every student gets an opportunity to present the news.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Institution provides not only regular Program but also focuses on overall holistic development of the students.

- **Counselling-** service rendered by our inhouse qualified counsellor to counsel the students who require counselling sessions and where the counsellor provides alternative ideas to help one to reduce stress developed in the course of life.
- **Placement-** Institution invites companies for Placement to the campus to interact with our students with the purpose of finding suitable candidates for their requirement. The placement cell boosts the confidence of the final year students by making them aware of the job market, expectation of the recruiter and provides a launching pad for their career on campus.
- **Students database management** -The college has an MOU with Cognitron Technology Limited providing students database management service. Cognitron Technology Limited provides customized software services effectively.
- **Mentor and Mentee** - The college has a unique mentor mentee concept where every student has the teacher to look upon for his support. The mentor maintains personal data, and a comprehensive report will be submitted as and when required.
- **Educational Excursions** - The college encourages learning beyond the classrooms. Students are taken on one day or a few days educational excursion or tours to relate with their texts, to learn social values and to create social responsibility.
- **Add on certificate Course** - The college has designed various add on certificate courses with an objective to enhance the skills of students. The syllabus is designed and structured through BOS. It is delivered, monitored and evaluated with proper documentation and at the end of the course and after evaluation every successful candidate is issued a certificate.
- **Students Centric Activity** - The institution focuses on various student centric learning activities and some of them have become regular practice in the college. Through these activities students will learn practical aspects of the syllabus and have to think out of the box to overcome new age challenges and also develop healthy peer group competition.

Concluding Remarks :

As per the Mission and Vision and objectives of the institution, we strive to equip employability skills, and to nurture responsible citizens to our society. The mission of the institution addresses individual needs of the society and the country's economy overall, by providing education in the fields of commerce and management. The institution serves economically, socially and marginalized weaker sections of the local community by giving fee concessions to such students. A huge number of students are getting benefited by government scholarships. Our institution also provides financial assistance to students to participate in state and National level sports activities. Alumni of our institution are placed in various reputed organizations. The institution's NSS and Red cross units cater to serve the society through various extension activities like Blood Donation Camps, Plantation drive, Vaccination drive etc.,

The institution has the goal of introducing a post graduate program in upcoming years. Institution also has a plan to develop a Research wing so that it can take up government research projects. Institution has also planned to apply for autonomy in due course of time. The Management is coming up with a dedicated 6 acre

land with multiple sports facilities which includes five courts for different team games. In a phased manner the UG programme will be shifted to this sprawling green campus with separate infrastructure for UG, PG and Research centre. This site is just 1.5 k.m. away from the existing campus. The institution also has a greater plan to convert the sports complex to a sports academy. With the NEP in force, the institution is aware that the horizon of the objective of education is further expanded. The institution is enthusiastic and ready to dedicate itself to serve the stakeholders.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 43 Answer after DVV Verification: 35</p> <p>Remark : DVV has made the changes as per shared data template and certificates of projects.</p> | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students</p> <p>2)Teachers</p> <p>3)Employers</p> <p>4)Alumni</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per feedback form of SL No. 1 and 2 by HEI.</p> | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 98 Answer after DVV Verification: 78</p> <p>Remark : DVV has made the changes as per not considering experience of teachers whom leave the college and whom experience is less than 1 years.</p> | | | | | | | | | | |
| 3.2.1 | <p>Number of papers published per teacher in the Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 4 | 4 | 3 | 2 | 1 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| 4 | 4 | 3 | 2 | 1 | | | | | | | |

Answer After DVV Verification :

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

Remark : DVV has considering only those journals whom listed in UGC Care list, SCOPUS and web Sciences.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has not considered Letter of Appreciation.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 0 | 0 |

Remark : DVV has not considered World Environment Day NSS Day Celebration

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last

five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 72 | 93 | 84 | 65 | 55 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 40 | 0 | 0 | 0 |

Remark : DVV has not considered World Environment Day NSS Day Celebration. DVV has made the changes as per shared report in 3.6.3. Students count has not reflected in some reports.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.36 | 14.75 | 1.48 | 2.40 | 2.19 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 13.91 | 0.90 | 1.90 | 1.36 |

Remark : DVV has made the changes as per considering expenditure for fixed assets excluding books and chapters.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.36 | 0.66 | 0.73 | 0.65 | 0.94 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.36 | 0.54 | 0.70 | 0.65 | 0.97 |

Remark : DVV has made the changes as per book and chapters and journals.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11.53 | 15.73 | 23.95 | 12.97 | 20.18 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.95 | 2.16 | 0.56 | 0.29 | 1.17 |

Remark : DVV has made the changes as per office maintenance, computer maintenance, up keep & maintenance and repair and maintenance.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 3 | 0 | 4 | 2 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 3 | 0 | 0 | 2 |

Remark : DVV has not considered award received in Inter collegiate level.

| 6.3.2 | <p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has excluded duplicate teacher.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 5 | 8 | 3 | 0 | 0 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 5 | 8 | 2 | 0 | 0 |
|---------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 5 | 8 | 3 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 5 | 8 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has not considered the programs of duration of less than 5 days.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 1 | 1 | 0 | 0 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 0 | 0 | 0 | 0 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 3 | 1 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 3 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 6.3.4 | <p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>6</td> <td>3</td> <td>4</td> <td>1</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 9 | 6 | 3 | 4 | 1 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 9 | 6 | 3 | 4 | 1 | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 0 |

Remark : DVV has not considered the programs of duration of less than 5 days.

7.1.5

Green campus initiatives include:

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

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered C. 2 of the above as per shared report by HEI.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>54</td> <td>57</td> <td>25</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 64 | 54 | 57 | 25 | 24 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 95 | 95 | 95 | 95 | 95 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 64 | 54 | 57 | 25 | 24 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 95 | 95 | 95 | 95 | 95 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>13</td> <td>15</td> <td>15</td> <td>16</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 16 | 16 | 16 | 16 | 17 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 14 | 13 | 15 | 15 | 16 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 16 | 16 | 16 | 16 | 17 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 14 | 13 | 15 | 15 | 16 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11.89 | 30.48 | 25.43 | 15.37 | 22.37 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11.46 | 17.55 | 25.43 | 14.4 | 21.96 |

NVAAC