



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GURU NANAK FIRST GRADE COLLEGE, BIDAR

SY. NO. 19/A, TEACHERS COLONY, MANHALLI ROAD, BIDAR
585403

www.gnfgc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Guru Nanak First Grade College Bidar was established in the year 1999 and is affiliated to Gulbarga University, Kalaburagi. It offers Three year Degree Courses in Science, Commerce , Computer Science , Management leading to the award of Bachelors Degree from Gulbarga University, Kalaburagi. The College has been co-educational since 1999.

The Post-Graduate course in Physics was introduced in the year 2018 with the intake of 30 Students and later in 2019 Post-Graduate course in Chemistry and Mathematics was introduced with an intake of 20 students. All Post Graduate courses are affiliated to Gulbarga University, Kalaburagi.

The College has a very fine infrastructure, well equipped labs with latest technologies and instruments and a full fledged faculty. It is unique in a way that, teaching or learning here is challenging. The college aims at achieving academic excellence by imparting quality education. It also aims at training students to be self-reliant, responsible citizens and who in turn can contribute significantly to the continuous improvement of a just and equitable society.

Vision

To emerge as an "college of excellence" by providing an unparalleled educational journey that is intellectually, socially and personally transformative. We aim at ensuring, encouraging and empowering students with quality education to perform confidently while facing the multi-faceted challenges in future.

Mission

M1:Providing ethical and value based education

M2:Building intellectual and imaginative minds.

M3:Imparting High Quality, Affordable and accessible education.

M4:To Establish Industry-Institute Interaction.

M5:To Promote innovation and research.

M6:To attain accreditations and autonomy.

M7:To promote entrepreneurship among the student community.

M8:To impart placement training for better employability.

M9: To inculcate professionalism in the faculty as well as students.

M10: To encourage and promote students to participate in various extracurricular and sport activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive and Supporting Management dedicated round the clock for the development of the institution.
- Dedicated Faculty Members with mix of young and experienced team
- Vibrant NSS and YRC unit conducting extension activities
- Good Infrastructure with Playground, Auditorium, Gymnasium and indoor stadium.
- ICT enabled classrooms with Wi-Fi facility
- e-governance through college ERP system
- Institutional merit cum means scholarship scheme

Institutional Weakness

- The Pandemic affected the enrolment in B Sc programme
- Limitation in drafting of syllabus being affiliated college
- Procedural Delays in initiating Post Graduate programmes
- Limited funding opportunities being a private institution.

Institutional Opportunity

- Increase the intake of students in M Sc Chemistry, M Sc. Maths, BCA, B Com and BBM programmes.
- Increasing industry academia collaborative activities
- Establishment of Institution innovation Council to foster the culture of innovation in the campus.
- Publishing the research in UGC care listed journals
- To start the college level research magazine for students

Institutional Challenge

- Limited opportunities in syllabus change as college affiliated to University
- Increasing the student strength in B Sc programmes
- Funds to enable students to participate in cultural and sports activities at National and International Level
- Increasing number of colleges in Bidar district

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution takes into account the successful accomplishment of the Programme Outcomes and Course Outcomes, which is described in the following paragraphs, to guarantee effective curriculum delivery, planning, and assessment.

Every academic year, the institute creates a calendar of events that includes a variety of academic events like internal exams, student seminars, field trips, Project works and skill development activities. Community development and extension initiatives, as well as guest lectures, fall under institutional social responsibility to effectively implement the CBCS system. The timetable for both theory and practical is created by the heads of the various departments based on the resources available in the institution, in coordination with the Principal and the IQAC Coordinator.

Faculty members also participate actively in various bodies of the university such as Board of studies, question paper setting, and Assessment and Evaluation process of the affiliating university. The college implements the curriculum as provided by affiliating university. The curriculum addresses the various cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

To make the curriculum more flexible institute offers eight add-on programmes in various streams. Students also take part in various experiential learning activities such as field visits, project works and internships.

Feedback is regularly collected from various stake holders of the institution such as Students, staff, employers, alumni towards the overall development of curriculum implementation and its transaction and important suggestions were communicated to Governing Council for necessary action.

Teaching-learning and Evaluation

The prime aim of the institution is to impart quality education for needy people of this Kalyan Karnataka Region. Teaching –Learning process of the institution is ICT enhanced and focused on outcome based education.

After the admission of students into the programmes, the institution identifies the learning levels of the students based on qualifying marks and performance observed by the teachers in classroom. According to that special programmes are organized for slow and advance learners.

Staff members encourage students to teach using a variety of teaching and learning methods, and the institution's teaching and learning process is student-centered.

Faculty members use ICT tools such as PowerPoint presentation, audio video resources, animations, digital demonstrations to enhance the teaching learning process.

Library is automated with KOHA software and equipped with 15 computers connected with internet where student access the open resources such as eBooks through National Digital Library of India, open access e-journals through Directory of Open Access Journals and various databases through EBSCO open access databases.

Institute has recruited dedicated and mixed of young and experienced team of faculty members for smooth execution of educational process in the institution.

For practical demonstration faculty members also use Virtual Labs (Govt. of India Initiative) and Virtual field visits from various online portals.

Institute also implements the outcome based education and defines the programme outcomes, course outcomes and communicates with its stakeholders. Institute has also defined the Standard Operating procedures for attainment of CO's and PO's.

Research, Innovations and Extension

Graduate and post-graduate students from remote regions are admitted in the institute and institute has created an opportunity for them, to explore new ideas and share information with others who share their interests. The Research and Development Cell of college promotes a culture of research among the students and supports the pursuit of ongoing excellence in science and commerce education.

Faculty members from department of Chemistry have various research collaborations and have publications in reputed journals, conferences and books.

Students of the college are involved in various extension activities as part of their NSS and Youth Red Cross Programme and collaborating with Local NGO's for the same.

Ten functional MoU's are signed by the institution for various academic, co-curricular and extracurricular activities.

Infrastructure and Learning Resources

The institute has good infrastructure facilities for its day to day teaching learning process. The infrastructure marinated and upgraded as per the rules and regulations of Affiliating University i.e. Gulbarga University, Kalaburgai, Karnataka.

There are total 21 classrooms those are well ventilated with natural lights and out of which 14 are well equipped with ICT facilities such as Projector and Wi-Fi connection. One seminar hall is well equipped with audio-visual and ICT facilities.

The institute has well equipped laboratories for B Sc. and M Sc Programmes viz.UG Chemistry Laboratory, B Sc. Math Computer Lab, BCA computer Lab and Botany zoology Lab for BSc. The PG Block consists of Organic Chemistry Lab, inorganic Chemistry Lab, Physical and analytical chemistry labs. Optics Lab, Electronics Lab, Solid State Physics Lab and Nuclear Physics Lab for M Sc. Physics and M Sc chemistry Programmes.

The library is automated with Koha software. 15 Computers are dedicating for accessing e-resources such as eBooks, e journals, databases and simulation software. Institute has prepared SOPs to operate the sophisticated instruments and log books are maintained in laboratory to understand the usage rate. Laboratories are ventilated and well equipped with fire safety instruments and students safety and security.

Medicinal Plants garden is also established with ornamental, medicinal and aromatic plants for experiential learning.

Administrative office is well established with admission section, scholarship and examination section, Account and Cash section with ICT facilities for smooth office operations.

College has also established examination cell with necessary facilities for smooth conduct exam. There are total more than 65 CCTV cameras were installed for surveillance and monitoring for safety and security of the campus. Well established play ground and 500 seating capacity auditorium with ultra high audio visual facilities. Library is automated with KOHA software. Open resources were used such as e-books, e-journals and databases. For maintenance of infrastructure college has well defines policies and procedures.

Student Support and Progression

College is committed to student support and progression and takes various initiatives to achieve this goal. College facilitates the smooth application process for various scholarships schemes of government of Karnataka and Government of India. For the students those who could not secure govt. scholarships and those are meritorious and needy are given institutional fee concession by the management.

Training and placement cell of the institution in collaboration with various departments organizes various career guidance and counseling programmes for the students with in-house and external expertise. College has also implemented the capability enhancement initiatives such as Soft Skills, Language and Communication, Yoga and Wellness and ICT Skills for the students.

Student Support is ensured through various cells and bodies such as student grievance and redressal cell, anti-ragging cell, Anti-sexual harassment cell (Internal Complaint Committee) and active student council.

College has proactive registered alumni association which takes part in various developmental activities of the college and delivers guest lecturers to motivate the students.

Governance, Leadership and Management

The Institution has constituted governing body as per the guidelines of UGC and Gulbarga University, Kalaburagi. The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The governing body delegates authority to the Principal who, in turn share it with different levels of functionaries in the college. The Head of department, in charges of various committees and cells along with the staff representatives on higher decision making bodies play an important role in determining the institutional policies and implementing the same.

College has initiated the e-governance long back in 2017 with CAMU ERP which enables the transparent and streamlined management of the institution.

Various welfare schemes for the teaching and non-teaching staff are in place which keeps them motivated for working hard for the institution.

Management yearly performs the yearly increments based on the institutional performance appraisal system for teaching and non-teaching staff.

A strong quality assurance system is established by IQAC which 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.

Institutional Values and Best Practices

Gender equity is one of today's most pressing issues. Gender equity is concerned with creating a conducive learning and working environment for the modern era. Our main goal is to have good gender equity in the institute as well as a gender-neutral environment for both students and faculty that ensures equal opportunity and participation for all. College also provides a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children.

Different types of Infrastructure facilities are also developed to make eco-friendly and disabled friendly campus.

Institute has identified two best practices based on its success of evidences namely 1. Merit Cum Means Scholarship and Good Governance through ERP.

College has also conducted the Green Audit, Environment Audit, and Energy Audit to make campus eco-friendly.

The institute is serving for the humanity through imparting the quality education with dedication, devotion and determination to remove the tag of Hyderabad Karnataka backward area from this region.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU NANAK FIRST GRADE COLLEGE, BIDAR
Address	SY. NO. 19/A, TEACHERS COLONY, MANHALLI ROAD, BIDAR
City	BIDAR
State	Karnataka
Pin	585403
Website	www.gnfgc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shyamala V Datta	08482-234044	9480719154	-	principalgnugapgc@gmail.com
IQAC / CIQA coordinator	Sanjay Mainalli	08482-235060	9986445378	-	sanjaymainalli@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	31-07-1999

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

State	University name	Document
Karnataka	Gulbarga 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
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SY. NO. 19/A, TEACHERS COLONY, MANHALLI ROAD, BIDAR	Urban	0.76	8254.75

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science	36	PUC SCIENCE PASS	English	360	176
UG	BCom,Commerce	36	PUC SCIENCE OR COMMERCE OR ARTS OR ITS EQUIVALENT	English	210	120
UG	BCA,Computer Application	36	PUC SCIENCE OR COMMERCE OR ARTS OR ITS EQUIVALENT	English	180	173
UG	BBM,Business Management	36	PUC SCIENCE OR COMMERCE OR ARTS OR ITS EQUIVALENT	English	180	134
PG	MSc,Physics	24	B.SC SCIENCE WITH PHYSICS	English	60	51
PG	MSc,Chemistry	24	B.SC SCIENCE WITH CHEMISTRY	English	40	35
PG	MSc,Mathematics	24	B.SC SCIENCE WITH MATHEMATICS	English	40	40

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	0				0				35			
Recruited	0	0	0	0	0	0	0	0	13	22	0	35
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				11
Recruited	8	3	0	11
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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	6	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	14	0	18
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	397	8	0	0	405
	Female	272	1	0	0	273
	Others	0	0	0	0	0
PG	Male	27	0	0	0	27
	Female	82	3	0	0	85
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	17	20	16	20
	Female	10	15	20	17
	Others	0	0	0	0
ST	Male	6	12	12	2
	Female	7	9	5	10
	Others	0	0	0	0
OBC	Male	74	94	139	94
	Female	70	81	103	85
	Others	0	0	0	0
General	Male	3	7	8	10
	Female	5	7	8	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		192	245	311	248

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary/Interdisciplinary approach is the essence of NEP. Students have the suppleness to choose from an array of science and humanities courses. Thus it gives the students an opportunity to go beyond their discipline and opt for a course of their interest. This flexibility definitely helps them gain knowledge in multiple areas and enable the students to develop the skills required in 21st century. During the first semester, B.Com students are introduced to “Digital Fluency” which helps them to learn about operating systems, computer network and database management system. “Yoga, Health and wellness” is a part of first semester for all the students belonging to all the courses (B.Sc, BCA, BBA, B.Com). Yoga, Health and wellness improves the concentration and meditation power. Yoga helps the students in leading a healthy life style and to be stress free through exercises. Sports help the students to inculcate discipline and develop the spirit of sportsmanship. “Environmental Studies”, which is introduced to the students of BBA, B.Sc, BCA in the first semester and for B.Com in the second semester, help the students to understand the impact of environment on our life. “Constitution of India” in the second semester, educates the students about the rights, duties and responsibilities of citizens. Course on artificial intelligence in the sixth semester gives an insight about the way in which computer perform the tasks which normally requires human intelligence.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) NEP offers credits to the students after the completion of every semester. At the end of the first semester, the students are awarded a total of 25 credits. The credits are enumerated in the following ways : The students earn totally 6 credits through two ability enhancement course comprising languages. The next 12 credits earned through discipline specific core subjects giving a credit of 4 per subject. The skill based skill enhancement course i.e., digital fluency which fetches 2 credits is taught with practical knowledge and is being imparted by NASSCOM with which the state Government has a tie-up. The students of B.Com course are given Office Automation as open elective whereas BBA students are given Marketing and Finance as open elective course. The open elective course gives 3 credits. Value based skill enhancement courses such as yoga, health and</p>

	<p>wellness are offered to the students. 3 credits are awarded to students pursuing open elective courses while 2 credits are awarded to students for undergoing value based enhancement courses Yoga, health and wellness are value based skill enhancement courses offering a credit of 1 each. In the days to come, the college is planning to introduce many more open elective courses.</p>
<p>3. Skill development:</p>	<p>Skill Development : The demand of skilled work force in both public and private sector is the need of the hour. This demand for skilled work force will create competitive advantage for the organizations they belong to. The responsibility of creating this rests with educational institutions. Emphasis on skill development along with regular course ensures bridging the gap between educational input and industry requirements. The curriculum of NEP has introduced the students to Digital fluency, yoga, health and wellness courses in the first semester which will make the students literate in operating systems, computer network, database management system and learn about stress management through yoga and exercises. In the second, third, fourth, fifth and sixth semester value based skill enhancement courses such as sports, NCC, NSS will be offered to the students. Skill based courses including soft skill courses open up a whole world of opportunities to the students enabling them to master the practical aspects along with theoretical knowledge and gain a competitive edge in the job market. Soft skills training ensures personality development of students and the skills such as time management, stress management, leadership skills and these soft skills help the students to start their own entrepreneurship after leaving the college. The college has organized add-on courses, workshops on soft skills and Tally courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian Knowledge system (teaching in Indian language, culture using both offline and online courses). Integrating Indian knowledge system in the curriculum is need of the hour. Channelizing the academic efforts in that direction will definitely help us to connect our generations of students to the Indian wisdom. This may include teaching Indian languages, music, philosophy etc. Online education is the strongest delivery channel to reach the target audience</p>

	<p>effectively and economically. Indian languages are most scientifically developed with perfect phonetics, script and logical grammar. Teaching Indian classical music to our students will help them appreciate the aesthetics, imbibe methodical approach, experience peace of mind and focused efforts with concentration. Further, Indian Ethics and Business Ethics in Curriculum of Business Administration, teaches cultural values in Indian tradition so that a business student imbibes value orientation while in business.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on outcome based education (OBE). Our college offers 7 Programmes (4 UG & 3 PG). Programmes include Bachelors in Commerce, Bachelor in Business Administration, Bachelors in Computer Applications, Bachelors in Science, Post Graduation in Physics, Post Graduation in Chemistry and Post Graduation in Mathematics. The learning outcomes, course outcomes and programme outcomes are clearly stated. The college is affiliated to Gulbarga University, Kalaburgi, hence the syllabus framed and approved by the University is adopted in total by the institution. The course contents are effectively communicated to the students. Students are well informed about the assessment methodology of their course. The student is given information about the criteria of assessment, the scores required for passing as well as for getting good grades. The institution also provides ample opportunities for students to learn beyond the curriculum by conducting, workshops, seminars, add-on courses etc., which broaden the horizon of learning. After the completion of their choice of programme a student is expected to have qualities of science observation, precision analytical mind, logical thinking, clarity of thought and expression, systematic approach, qualitative and quantitative decision making. Science students will develop a scientific temper and approach. B.Com graduates will be able to obtain basic knowledge and skills for doing business and viable activities of their choice and also empower the graduates to appear for various competitive exams. The student acquires knowledge in the field of Management accounting, corporate accounting and quantitative techniques.</p>
<p>6. Distance education/online education:</p>	<p>Distance Education/online education. Online education gives students the flexibility of learning from their homes as well as pursuing courses of their</p>

choice which otherwise may not have been possible owing to distance, paucity of time etc. Online education is beneficial to the teachers as well because they can make use of various online resources to teach which makes teaching as well as learning very interesting. It makes learning cost effective as students need not travel nor stay in a particular place to pursue the course. COVID – 19 Pandemic has introduced the masses to online education. During COVID – 19 Pandemic our college switched over to virtual mode of teaching through various applications like CAMU software, Zoom and Google meet. The students accepted the shift from the concept of traditional classroom to virtual classroom. Teachers have learnt how to conduct classes effectively through online mode. The curriculum of NEP introduces the students to digital fluency. The state government has a tie-up with NASSCOM for the content delivery of digital fluency course which equips the students with the use of computer for various basic operation through laboratory activities.

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
365	336	276	283	283
File Description		Document		
Institutional data 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
7	7	5	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
764	722	607	505	476
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
248	310	242	185	180

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
200	134	106	82	71

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
34	31	23	25	20

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
34	31	23	25	20

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 21

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
51.43	86.79	78.98	61.18	64.30

4.3

Number of Computers

Response: 57



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:

Guru Nanak First Grade College, Bidar is an affiliated college to Gulbarga University, Kalaburagi, therefore institution follows the curriculum prescribed by the affiliating university. The institution offers the Bachelor Programmes in Science, Commerce, computer Application and Management and Master programmes Physics, Chemistry and Mathematics by following the CBCS Semester System.

The institution takes into account the successful accomplishment of the Programme Outcomes and Course Outcomes, which is described in the following paragraphs, to guarantee effective curriculum delivery, planning, and assessment.

Every academic year, the institute creates a calendar of events that includes a variety of academic events like internal exams, student seminars, field trips, Project works and skill development activities. Community development and extension initiatives, as well as guest lectures, fall under institutional social responsibility. The timetable for both theory and practical is created by the heads of the various departments based on the resources available in the institution, in coordination with the Principal and the IQAC Coordinator.

At the start and end of each semester, departmental meetings are also conducted to plan and carry out the following academic activities: Calendar of Events at Department Level, Individual, and Departmental Events Timetable Work allocation based on specialization and experience. Preparation The session plans comprise the curriculum division, instructional techniques, seminar and group discussion topics, a list of reputable sources, web addresses, and a question bank. Defining the Program and Course Outcomes and Examining student performance in other academic activities, attendance, and mid-course improvement. Introduction of Add-on programmes for skills enhancement and employment opportunities.

The evaluation process involves the Internal and External Examination as per the guidelines of affiliating university and by considering the attainment of Programme and Course Outcomes. Institution also exercise other means of continues evaluation such seminar, quiz, assignments, group discussion etc. for continues evaluation of the students.

The progress of teaching learning activities is observed by the Principal and IQAC Co-ordinator through work-done diaries. From various stakeholders feedback is also collected on curriculum for further improvements.

In summary, institution takes various initiatives for successful curriculum planning delivery to impart the quality education and achieve the excellence.

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:

Gulbarga University Kalaburagi provides an academic calendar of events. The University provides an academic calendar to the institution at the beginning of every academic year. This calendar of event includes the opening of colleges, commencement of classes, vacation, dates for Internal and External exams, schedule of working days etc. Based on the inputs and timelines received from the affiliating university, institution prepares its institutional calendar of events by taking inputs from all the departments, cells and committees. All heads of the department prepare their time tables according available resources in the institution for successful curriculum delivery.

At the departmental level, the head of the department develops an activity calendar for the full academic year in conjunction with the faculty and assesses the activities, programmes, and performance from the previous year. Activities from various departments, clubs, cells, and forums are planned in accordance with the college's action plan.

College conduct the two internal examinations for both theory and practical as per the university guidelines. The schedule of Internal examination is displayed in advance on notice board. Staff are informed in advance about preparation of question paper, valuation of internal answer script submission of marks and taking care grievances of reported any from the students.

Project works are evaluated through via-voce examination. Faculty members also given inputs for improvement in projects and it outcomes. In addition to this, college also conducts class test, oral question answering, assignments on special topics and group discussion for continuous evaluation of the students.

College strictly adheres to the calendar of events given by university for conduct of internal examination. Any changes if required are made by taking due permission from Principal.

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: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for 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: 7

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

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

Response: 26

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
8	7	6	3	2

File Description	Document
List of Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 27.18**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
225	215	170	129	110

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

The college implements the curriculum as provided by affiliating university. The curriculum addresses the various cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

Gender Equity:

The institution is running a number of initiatives with the assistance of the women empowerment cell to address challenges specific to women. This women's empowerment cell has a specific emphasis on raising awareness of and resolving any gender-sensitive concerns. The institution's technical associations support the women empowerment cell's usual events on International Women's Day. Periodically, discussions about many subjects, including empowerment, respect, and gender equality, take place in the cell.

Human Values and Professional Ethics:

The institution offers a course on Indian Constitution to the student of First Year to raise knowledge of the moral principles, characteristics of good citizen ships, roles and responsibilities of Indian citizen etc. College also conducts the programmes on Intellectual Property Rights and Related Issues. The ultimate goal of this activity is to promote professional ethics among staff and students by making aware them about IPR.

In addition to this, under the banner of NCC and NSS students carry out various community development activities which inculcates human values among them and also sensitize them for social issues and

concerns.

Environment and Sustainability:

First Students also under go through the course on Environmental Studies under this course student get aware about environment and ecosystem, various pollutions and their causes and remediation. Environment protection and related laws, Climate change, global warming and its impact etc.College also organizes tree plantation drive under the NSS and YRC for environment stability.

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

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

Response: 1.31

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
4	4	4	4	4

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 48.82

1.3.3.1 Number of students undertaking project work/field work / internships	
Response: 373	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	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: A. All of the above	
File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:	
<ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected 	
Response: C. Feedback collected and analysed	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 68.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
248	308	249	189	190

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
380	380	340	310	310

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: 75.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
190	190	170	155	155

File Description	Document
Average percentage of seats filled against seats reserved	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:

Slow and Advance Learners Identification

After the admission of students into the programmes, the institution identifies the learning levels of the students based on qualifying marks and performance observed by the teachers in classroom. According to that special programmes are organized for slow and advance learners. The brief details are given below:

Identification of Slow and Advance Learner:For identification of slow and advance learner faculty members apply both quantitative and qualitative evaluation. Initial assessment of the student is carried out based on the marks of qualifying examination such 10+2 marks. Class room based performance is also analysed by the faculty members based on communication skills and interaction in classroom during teaching learning. First Internal marks are also considered for learning level identification.

Programmes for Slow Learners

1. Remedial Coaching: Slow Learners are provided a remedial coaching by conducting some extra classes. Faculty members notify the time and table and maintain the attendance of remedial classes. At the end outcome of remedial classes is measures through performance of the student before and after remedial coaching.

2. Providing Extra Books/ Notes: Slow learners are also given extra care by providing extra notes and books from the departmental collection.

3. Personal Counselling:Faculty members are also providing the personal counselling to needy students to clear their doubts on various concepts related to course. In addition to this, faculty also provide the tips and tricks for study and improve the concertation.

4. Solved Question Papers/ Question Bank:Slow learners are also trained for university examination by providing them solved question papers and question bank so that they can practice well and get confident for writing exams.

Programmes for Advance Learners:

1. Extramural Projects: Advance learners are given extramural projects which are beyond the prescribed curriculum. This activity enhances the scientific thinking skills and creativity among students.

2. Industrial Training/ Internships: Student are given opportunity to learn the industry skills by providing industrial training and internships with local indurates and firms.

3. Volunteer Opportunities in Event Organization: Advance learners are also given opportunity groom their leadership qualities and organization skills by providing them volunteer opportunities during the events organized by colleges.

4. Class Representatives: Class toppers are also given opportunity to serve on students council as class repetitive and groom their leadership.

5. Serving on Various Institutional Committees: Advance learners are appointed as student members on various committees of the college such as IQAC, Student council etc.

6. Peer Teacher: Advance learners also encouraged to deliver the seminars in class and serve as peer teacher.

File Description	Document
Past link for additional Information	View Document

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

Response: 22.47

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Staff members encourage students to learn using a variety of teaching and learning methods, and the institution's teaching and learning process is student-centered. The prime aim of the institution is to impart quality education for needy people of this Kalyan Karnataka Region. Teaching –Learning process of the institution is ICT enhanced and focused on outcome based education.

The following techniques were used to make sure that children were learning directly from experience and developing independent learning skills:

1. Experiential Learning:

- Industry Visits are regular part of our curriculum, students regularly visit the local industry to understand their functioning and required skills for employment.
- Field Visits: Students visit the local forest area, historical places, archaeological sites, biodiversity spots to study the curriculum through direct practical learning.
- Project Work: All Final Years Students of PG Programmes and Few UG programme undergo through the research oriented project training for a period of one semester.

2. Participatory Learning:

- Students participate in live demonstrations and real life case studies
- Role plays are performed by students
- Classroom Seminars are delivered by students
- Groups discussion, quiz and interactive sessions

3. Problem Solving Methodologies

- Students are encouraged to apply their knowledge skills and aptitude by the means of problem solving methodologies.
- Mini project, Minor projects and assignments on special topics such activities are introduced to enhance the problem skills of the students.

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

Response:

Guru Nanak First Grade College Bidar aims to impart quality education to the needy of Kalyan Karnataka Region and believes in philosophy and student centric teaching-learning process. To impart quality teaching learning, the institute integrates various ICT tools and resources. IQAC also organizes various Faculty development programmes related to ICT tools to update the faculty with recent tools in ICT technologies. ITC enhanced teaching learning helps in effective curriculum delivery and innovative teaching learning process.

Faculty members use ICT tools such as PowerPoint presentation, audio video resources, animations, digital demonstrations to enhance the teaching learning process.

Library is automated with KOHA software and equipped with 15 computers connected with internet where student access the open resources such as eBooks through National Digital Library of India, open access e-journals through Directory of Open Access Journals and various databases through EBSCO open access databases.

For practical demonstration faculty members also use Virtual Labs (Govt. of India Initiative) and Virtual field visits from various online portals.

14 Classrooms are well equipped with Projectors and Wi-Fi connection so that faculty members can connect their laptop or smart phone for teaching learning.

Google Scholar and Research Gate such tools are used for exploring the scientific literature.

Faculty members also use the video conferencing tools such as Google Meet, Zoom and Camu (College ERP) for taking online classes during the lockdown.

Computer labs are also well equipped with good configuration of processor and memory so student can use it smoothly for their practical work and simulation exercises.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 24.65

2.3.3.1 Number of mentors

Response: 31

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

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 11.47**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
8	5	2	1	1

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 5.88**2.4.3.1 Total experience of full-time teachers**

Response: 200

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	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:**

The Process of Internal Assessment at Guru Nanak First Grade College is transparent, flexible and robust. The institution is affiliated to Gulbarga University, Kalaburagi and follows the academic calendar, examination and evaluation procedures as prescribed by the university for UG and Pg Programmes.

Gulbarga University Kalaburagi publishes the detailed syllabus for each programme on its website of academic section @ <https://gug.ac.in>. Every year institute organizes orientation programme for freshers during this programme college faculty explain all criteria of examination, passing scheme and grievance resolving mechanism.

Well in advance calendar of events is published on college website which given details about Internal examinations. The examination committee constituted by the college takes care of all examination related work at the institution. The institute also appoints the convener of examination committee who communicates all exam related matters to staff and students through notices.

Faculty members are informed to set the question paper for internal examination by considering co statements and syllabus covered till that time period for realistic evaluation of the student.

The question papers are submitted to the examination section well in advance before commencement of examination as per the given deadline by examination committee convener.

Institute has also implemented a final examination like seating arrangements And each block has provided on invigilator.

For internal evaluation institution follows the Gulbarga University Kalaburagi Norms for both theory and practical.

Lab examination for Basic Science PG programmes are evaluated as per Lab Records, IA examination and day to day performance of the student in practical.

After the Internal Examination students are given opportunity to report their grievances if any and are resolved in time by the respective heads of the departments.

File Description	Document
Link for additional information	View Document

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

Response:

As per the affiliating university rules, two internal assessments are conducted for the students of UG and PG in each semester. The internal assessment examinations are conducted similar to the university examination. The dates of these examinations are incorporated in the academic calendar distributed to the students at the beginning of each academic year which provides the students adequate time to plan and prepare for the same.

The college strictly follows rules & guidelines as issued by the affiliating university for conducting internals.

After the conduct of the internal examinations, the answer scripts are evaluated, which are then returned to the students to have an idea of their performance in the Exam. If they come across any doubts, clarification is given by providing a set standard format answer scripts which is been written by a subject expert.

By adopting the criteria as per the direction of affiliating university, complete transparency is maintained in the internal assessment Exam. Students and faculty members are made aware of the transparency to be maintained in the system of assessment. This further enhances the transparency and rapport between faculty members and students.

Any grievances related to Internal exam question paper like out of syllabus, repeated questions, the improper split of marks, marks missed, delay in the distribution of Question paper & Answer sheets are addressed by the in-charge faculty and the Head of the department to the Principal.

The university examinations are scheduled and conducted by the university twice in the year in May-June and October November very years for odd and even semester respectively.

The rules, regulations regarding the conduct, valuation and grievances redressal systems are outlined in the college website and the institution ensures that all our students are aware of the same.

Students with grievances regarding their marks related university external examination can apply to the university for photo copy/re-evaluation and retotalling of their answer scripts through examination section of the college. Principal and concerned in-charge takes the follow up to the university for resolution of issues in time.

File Description	Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Guru Nanak First Grade College in Bidar offers a comprehensive and cutting-edge education, as well as innovation opportunities driven by active learning and state of the art facilities with a diverse faculty and staff.

The outcomes specified by the institutions for their programmes and courses serve as the basis for measuring the academic quality attained by the students. All professors complete the Course Outcomes (COs) at the start of the semester and submit them to the IQAC. Following improvement, IQAC creates the Programme Outcomes (POs), which are in line with the institution's vision, mission, and goals as well as the Gulbarga University, Kalaburagi prescribed curriculum.

POs are statements of knowledge, skills, and attitudes (attributes) that students of UG and PG programs

must possess upon graduation. PO addresses the general aspect of skills, abilities, and knowledge for a particular program, as well as the skills and expertise that a UG/PG student needs upon completion of the program. Course outcomes are statements that clearly describe the important, observable and measurable knowledge, skills, and attitudes that students will acquire by the end of the course. These outcomes were drafted after discussions with all HOD's and faculty. PO's/CO's are first presented in IQAC and after approval are uploaded on college website and other avenues. Calendar of events, Session Plans, and other academic activities are planned in accordance with these stated CO's and PO's for their successful achievement.

Communicating PO's and CO's :

- Displayed at Prominent Locations of the various Department Published on College website i.e.<https://gnfgc.ac.in>)
- Published in print media such as institutes prospectus.
- Presented to Students during Orientation Programmes and other student centric workshops
- On the first day of commencement of classes all HOD's and respective teachers discuss and communicates about Programme and course outcomes with students.

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

Response:

Course and Programme Level attainment

Institution has well established processes and procedures for teaching learning and assessment which accomplish the goal of outcome-based education in UG/PG programmes. The institution continuously efforts to nurture the skills, knowledge and aptitude among the students for better employment prospectus, research and problem-solving skills, , innovation and discovery of new knowledge to achieve the said outcomes.

Programme Outcomes :

POs are statements about the knowledge, skills and attitudes (attributes) the graduate of a formal engineering program should have. POs deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme.

Course Outcomes :

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. We have defined 5 to 7 outcomes for each course.

CO/PO Mapping

The Program Outcomes are developed through the curriculum (curricular/cocurricular-extra-curricular

activities).The program outcomes are attained through the course implementation. As an educator, one must know, “to which POs his/her course is contributing?”. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course PO matrix is essential step in the OBE.The course-program outcomes matrix indicates the co-relation between the courses and program outcomes.The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

Course Attainment Levels :

CO attainment is defined/set at three levels; The CO attainment is based on end term examination assessment and internal assessment; The Co attainment is defined at three levels for UG/PG programme in ascending order. e.g. For end term and internal examination;

- Level-1: 30% students scored more than class average
- Level-2: 40% students score more than class average;
- Level-3: 50% students score more than class average.

Programme Attainment:

PO attainment is defined at five levels in ascending order; The PO attainment is based on the average attainment level of corresponding courses (Direct Method)

- The PO attainment levels are defined / set as stated below;
- Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor
- Level-2: 1.0>1.5-Average
- Level-3: 1.5>2.0-Good
- Level-4: 2.0>2.5-Very Good
- Level-5: 2.5>3.0 -Excellent

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 77.96

2.6.3.1 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
200	134	106	82	71

2.6.3.2 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
246	158	135	101	111

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.46

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	5	4	4

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Graduate and post-graduate students from remote regions are admitted in the institute and institute has created an opportunity for them, to explore new ideas and share information with others who share their interests. The Research and Development Cell of college promotes a culture of research among the students and supports the pursuit of ongoing excellence in science and commerce education. The objectives of Research and Development Cell are given below:

1. To Identify the priory areas of research based on locally available resources
2. To encourage and motivate the students and faculty members to involve in research activities.
3. To organize the workshop/seminar and special programme on the theme of Intellectual Property Rights (IPR)
4. To disseminate information about research funding opportunities
5. To visit the research organizations and industries
6. To have an MoU with Important institutes for collaborative research other academic activities.

College also regularly organizes the programmes on the themes of the IPR such as Fundamental of IPR, Patent Drafting Process, Copyright Issues in India, Geographical indicators etc. due to which students and staff got ware about IPR policies and issues in India.

Research Methodology workshop also organized for PG students where they learn about various methods of research, statistical and qualitative analysis writing of report and ethical issues in research etc. which helped them and as well as faculty members to learn about ethical research process.

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property

Rights (IPR) and entrepreneurship during the last five years**Response: 6****3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	0	0

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

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response: 0****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years****3.3.1.2 Number of teachers recognized as guides during the last five years**

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

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response: 0.15****3.3.2.1 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
4	0	0	0	0

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

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

Response: 0.19

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

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

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

3.4 Extension Activities

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

Response:

The institute is engaged closely with neighbourhood community to understand their social issues and organize some special programmes for them. Gender Sensitization, Health and Hygiene, Sanitation, Environment and Sustainability etc. Institute has organized various extension activities in last five years some of them are given below:

- Tree Plantation Drive
- Swachha Bharat Abhiyan
- Health Hygiene Awareness Programme
- Mask distribution during Covid-19

Students of NSS are also involved in various extension activities and they work at adopted village Kamthana. Few notable activities are covid-19 vaccination awareness programme which attended by Tahsildar and Panchayat Member and Local, Sub Inspector. The outcome of the activity is the village was under vaccination list after our programme we have found that people got aware they went covid 19 vaccination.

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

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

File Description**Document**

Number of awards for extension activities in last 5 year

[View Document](#)**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 14**3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

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

File Description**Document**

Reports of the event organized

[View Document](#)

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

[View Document](#)**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 77.71**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration**

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

2020-21	2019-20	2018-19	2017-18	2016-17
500	505	305	560	438

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

3.5 Collaboration

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

Response: 5

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

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

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

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	04	0	1	03

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	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 institute has good infrastructure facilities for its day to day teaching learning process. The infrastructure marinated and upgraded as per the rules and regulations of Affiliating University i.e. Gulbarga University, Kalaburgai, Karnataka.

- There are total 21 classrooms those are well ventilated with natural lights and out of which 14 are well equipped with ICT facilities such as Projector and Wi-Fi connection.
- One seminar hall is well equipped with audio-visual and ICT facilities.
- The institute has well equipped laboratories for B Sc. and M Sc Programmes viz.UG Chemistry Laboratory, B Sc. Math Computer Lab, BCA computer Lab and Botany zoology Lab for BSc. The PG Block consists of Organic Chemistry Lab, inorganic Chemistry Lab, Physical and analytical chemistry labs. Optics Lab, Electronics Lab, Solid State Physics Lab and Nuclear Physics Lab for M Sc. Physics and M Sc chemistry Programmes.
- The library is automated with Koha software. 15 Computers are dedicating for accessing e-resources such as eBooks, e journals, databases and simulation software.
- Institute has prepared SOPs to operate the sophisticated instruments and log books are maintained in laboratory to understand the usage rate.
- Laboratories are ventilated and well equipped with fire safety instruments and students safety and security.
- Medicinal Plants garden is also established with ornamental, medicinal and aromatic plants for experiential learning.
- Administrative office is well established with admission section, scholarship and examination section, Account and Cash section with ICT facilities for smooth office operations.
- College has also established examination cell with necessary facilities for smooth conduct exam.
- There are total more than 65 CCTV cameras were installed for surveillance and monitoring for safety and security of the campus.

File Description	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:

College has established various infrastructure facilities for the sports, Games, physical fitness and cultural activities to our students.

Auditorium

Guru Nanak Bhavan is the college's large state-of-the-art auditorium with a professionally-deployed acoustic system and seating capacity of approximately 500 people. The auditorium is large, well-ventilated, and well-furnished. This auditorium, which is a regular venue for conferences, workshops, and seminars, has all of the facilities to enhance the learning process and is a large space that serves the diverse needs of quality education. The auditorium is equipped with LCD projectors and screens for delivering lectures. It also provides numerous opportunities for our faculty and students to showcase their talents in cultural activities.

Sports Facilities:

To encourage physical fitness and all-round development of its students, a host of sports facilities are provided on campus. Adequate grounds for games such as cricket, hockey, football, basket ball etc., are centers of lively action and cheerful students interaction. An indoor recreation hall provides other games such as caroms, table tennis, shuttle, badminton, chess etc. Students can also relax and watch television in their spare time.

The institute also celebrates International Yoga Day every year and organizes yoga programme for its staff and students.

Cultural programmes were organized on various occasions such as fresher day celebration, farewell party to final year students, Annual Day Celebration, International Women's Day etc.

Various events were organized on such occasion are:

1. Essay Competition
2. Elocution Competition
3. Dance
4. Singing
5. Mimicry
6. Fashion Walk
7. Sports and Games Competition

The overall ambiance and facilities of the college promotes the sportsmanship among the students and created the affection among the student for arts and culture.

File Description	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: 57.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (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: 10.67

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
7.08	10.30	5.53	4.65	8.42

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

4.2 Library as a Learning Resource

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

Response:

The library is automated using KOHA software and is linked to the college's ERP system. The KOHA ILMS web cloud is a cutting-edge, fully functional integrated library management system that was created after decades of research and input from library professionals, academics, and end users. It provides quality software to the educational sector under the supervision of expert library science professionals. KOHA ILMS offers a single-window search of all your Web OPAC material. This page allows patrons to search for all items, including books, periodicals, eBooks, digital libraries, and non-book material. The very simple interface makes the experience enjoyable.

Library is also well equipped with ICT facilities such as 15 computers are dedicated for browsing facility. Through which students can access e-resources from various open access options.

Reading room has capacity of 60 students where they area also provided Wi-Fi access.

Library also subscribed the 6 daily newspaper in various languages such as English, Hindi and Urdu namely: The Hindu, Deccan Herald, Prjavani, Vijayvani, Hindi Milap and Munsif.

Library is accessible for the students and staff members 10 am to 5pm.

File Description	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: D. Any 1 of the above

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

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

Response: 0.48

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
0.2	0.9	0.08	0.5	0.7

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

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

Response: 11.28

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

Response: 90

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

With the growing needs of the higher education college upgrades its IT facilities, which helps staff and students make the teaching-learning process more effective.

All departments are well equipped with desktop computer, internet connection, and printer facility.

The institution provides Internet connection dedicated to all departments, as well as Wi-Fi throughout the college campus.

All computers and audio-visual systems in the seminar hall and classroom are powered by a centralized UPS and generator.

Faculty and students can also access e-journals, eBooks, e-resources, through the library's internet facilities, which have improved teaching and learning.

All students and faculty at the institution now have access to a variety of online resources.

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

Response: 13.4

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: 25.28

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
22.50	31.59	31.59	1.53	2.43

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

The institution has the well define policy and procedures for ensuring the adequate facilities for teaching, learning, maintenance and utilizing physical, academic and support facilities according to the growing

needs and interest of the students.

Maintenance of physical facilities:

The institution has appointed qualified and skilled manpower for maintaining the physical facilities including building maintenance, civil works, electrical work, plumbing, carpentry and generators. These staff works for the maintenance of the institution and they report regularly about the breakage of instruments and devices to the higher authorities.

The campus supervisor monitors the maintenance and cleanliness of the buildings, classrooms, labs, furniture, staircase, corridors, sports facilities, and staff and students amenity areas.

The institution outsources the maintenances of infrastructure facilities. Following is the list annual maintenance contract.

1. Water Tank Cleaning 2. Drinking Water Testing 3. Pest Control 4. Painting 5. UPS

Maintenance of classrooms, furniture and laboratories:

The cleaning and maintenance of the classrooms and laboratories are done by the ayahs and attendars as per cleaning schedule which is monitored by the Head of the Departments and campus supervisor. Each floor is assigned to ayahs for the cleanliness of entire floors. Regular maintenance of class rooms' furniture and laboratories is done on regular basis. Disposable of scrap is done whenever required.

Maintenance and utilization of Seminar Halls and auditorium:

Seminar halls and auditorium are used for organizing academic gatherings, seminars and cultural events.

The maintenance of the seminar hall and auditorium is under the purview of the engineering section.

Maintenance of facilities in computer centre:

Maintenance of computer centre is done regularly and non-repairable systems are disposed for recycling. Log registers are maintained for both computers and its accessories. Use of electronic means of data transfer using the internet is encouraged to reduce the use of paper.

Maintenance of sports and games facilities.

Sports equipment, play ground and various courts in the campus are supervised and maintained by the physical director. Ground level maintenance is done annually during vacations. Seasonal maintenance of ground and equipment are carried out regularly by the physical director and supporting staff.

Maintenance of campus cleanliness:

Cleaning of the campus including academic and administrative buildings are performed daily in the morning 8.30 a.m. before the regular classes began. The housekeeping staff clean the toilets in the morning every day. The college campus area is maintained by the campus supervisor who reports to the higher authorities on daily basis.

Maintenance of other amenities

The campus is equipped with 24 x 7 safe and adequate drinking water supply using RO water purifier under annual maintenance contract

Security Cameras:

The campus is under CCTV Surveillance and is taken care by the computer centre through annual maintenance contract within the service providers

Day to day emergency maintenance

Day to day maintenance is carried out by skilled labor which includes removing choked drainage pipes, Water leakage, taps, repairs of faulty switches, replacing tube lights, fans, repairing door handles, repairing locks etc.

File Description	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: 33.35

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
280	200	206	178	158

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 3.82

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
30	30	30	20	10

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: A. All of the above

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

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

Response: 33.03

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
227	209	258	164	150

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

5.1.5 The Institution 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: A. All of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years**

Response: 0

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
0	0	0	0	0

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

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

Response: 38.5

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

Response: 77

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

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

Response: 0

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

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

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

5.3 Student Participation and Activities

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

Response: 4

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
0	0	1	1	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
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 following duly established processes and norms (student council, students representation on various bodies)

Response:

Guru Nanak First Grade College Bidar has a well-organized student council, which is formed each year by the college's Principal by selecting the students. The student council is made up of students who have excelled in academics and extracurricular activities. Staff members serve as the council's advisor and in-charge of the student body.

Objectives:

To promote leadership qualities among students

To strengthen participation of students in governance

To serve as nodal agency for communication between students and institution

To get the valuable feedback from the students

The student representation is in the other college committees as well like

- Internal Quality Assurance Cell
- Anti-Ragging Committee
- Anti-sexual Harassment Committee

The council is monitored by faculty members, which improves communication between faculty, students, and college officials. The representation helps students develop leadership qualities, understand rules, and executive skills. With the assistance of senior and junior student representatives, students on the anti-

ragging committee will report any misconduct in the classroom, canteen, hostel, or on campus. Students serving on the aforementioned committees help to increase their sensitivity and awareness of the issues at hand. It provides a setting for a variety of academic and extracurricular activities. The involvement of the student council creates an environment that is conducive to an individual's education and personality development, including long-lasting friendship and empathy among fellow students.

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: 3.6

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
5	3	5	4	1

File Description	Document
Upload any additional information	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

The institution has established the Alumni Society, Guru Nanak First Grade College, Bidar, (ReG. No. DRBI/SOR/305/2022) which allows for close interaction between the institution and its alumni. Alumni are unique stakeholder for an institute because their primary interest is to see the institute thrive and grow in stature.

The Alumni Association was formed with the goal of:

- To foster the spirit of brotherhood among the alumni of the college
- To provide forum for alumni exchange of ideas knowledge on academic, cultural and social issues

of the day.

- To promote mutually beneficial interaction between the alumni and the present students of the GNFGC, Bidar
- To encourage the alumni to take an active role in progress of the institution.
- To institute the prizes and awards for the outstanding project work
- To deliver the guest lecture by alumni in their areas of specialization

Alumni Association also meets regularly and organizes the activities few activities are given below:

ALUMNI GUEST LECTURE

Sl. No	Department	Name of the Alumni	Topic
1.	English	Mr. Omprakash Patil	Communication Skills
1.	BCA/Comp. Sci.	Mr. Rakesh Kanna	Java Technology
1.	BBM	Umakanth Sindol	International Banking Trends and
1.	BCA/Comp. Sci.	Mr. Omprakash Patil	Web Designing
1.	Kannada	Mr. Pandurang	Career Guidelines
1.	Hindi	Mr. Kedar Deshpande	Preparation for the Corporate C
1.	Mathematics	Dr. Krishna Ji Kurante	Fluid Dynamics
1.	BBM	Mohammad Sajaoddin	Impact of Demonetization on India
1.	Zoology	Mr. Maheboob Shaik	Facility structure of the product pharma company
1.	Botany	Mr. Jakhir Patel	Locally available medicinal plant importance and uses
1.	Comp. Sci.	Miss. Sirisha	C# Programming
1.	Chemistry	Dr. Nagesh G Y	Opportunities and Challenges for Students
1.	Physics	Miss. Ashwini A	Significance of attenuation of ra matter

File Description

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:

VISION OF THE COLLEGE

To emerge as an "college of excellence" by providing an unparalleled educational journey that is intellectually, socially and personally transformative. We aim at ensuring, encouraging and empowering students with quality education to perform confidently while facing the multi-faceted challenges in future.

MISSION OF THE COLLEGE

M1: Providing ethical and value based education

M2: Building intellectual and imaginative minds.

M3: Imparting High Quality, Affordable and accessible education.

M4: To Establish Industry-Institute Interaction.

M5: To Promote innovation and research.

M6: To attain accreditations and autonomy.

M7: To promote entrepreneurship among the student community.

M8: To impart placement training for better employability.

M9: To inculcate professionalism in the faculty as well as students.

M10: To encourage and promote students to participate in various extracurricular and sport activities.

The Institution has constituted governing body as per the guidelines of UGC and Gulbarga University, Kalaburgi. The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The governing body delegates authority to the Principal who, in turn share it with different levels of functionaries in the college. The Head of department, in charges of various committees and cells along with the staff representatives on higher decision making bodies play an important role in determining the institutional policies and implementing the same.

File Description	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 has a proper and systematic mechanism for decentralization and participative management. Management and administration is responsible for quality initiative to promote education to all sections. The institution enhance the quality at various levels through management, IQAC, NAAC Committee, academic Staff Welfare administration and non-teaching staff, NSS and all the stakeholders involved in the decentralization and participative management. All work together for efficient functioning of the institution.

Management: The Management gives freedom and flexibility to the Principal and staff to work together for overall development of the institution. The academic committee leads all the academic activities of the college. Management regularly formulates and implements the perspective plan of the institution and put in the effective measures to implement it .

Administration: Administration plays a pivotal role in entire development of the institution. Institution firmly believes to provide quality education to the learners of this region. The college administration play a very sincere role in the implication of policies, programs and initiatives associated with vision and mission of the college. The administration ensures smooth functioning of all areas like admission, account, finance, record keeping, examination, evaluation and supervision and maintenance.

IQAC Co-Ordinator: IQAC Cell maintain the academic and administrative activities

Head of the Departments: The HODs of various department and the staff members performs their active role and responsibilities associated with the vision and mission of the college

Librarian: Librarian also plays an important role in initiating vision and mission of college

Physical Director: Physical Director looks in to the sports affairs in the college and constantly monitor the activities and events in and outside the college. Non-Teaching staff plays crucial role in managing and accomplish the work.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Mission Lakshya 2017-2022: Strategic Plan of GNFGC, Bidar is prepared by considering the short term and long term goals of the institution. The details of the strategies deployed for the overall development of the institution are enumerated below:

Curricular Aspects

- Introducing add-on courses and value added programmes for skill enhancement
- Introducing New PG Programmes :
 - M Sc. Physics
 - M Sc. Chemistry
 - M Sc. Maths
 - M Sc. Botany
 - M Com.

Teaching Learning and Evaluation

- Introducing new pedagogies such as Experiential learning , project based learning and Problem solving methodologies for student centric teaching learning process
- Developing LMS with integrated with ERP
- Recruitment of PhD staff and motivating existing to peruse PhD
- Introducing methods for outcome based education
- Defining attainable PO/CO

Research, Innovation and Extensions

- Publication of research in quality journals
- Applying for extra mural grants
- Signing of MoU's for extension activities with local NGO's
- Enhancing Collaborative activities for Research, student Exchange and Industrial Training
- Establishment of youth Red Cross wing and NSS

Infrastructure Development

- Establishment of PG block with state of the art labs
- ICT enabled Classrooms
- Wi-fi Campus
- Library automation

Student Support and Progression

- Introducing Capacity Building and Skill enhancement initiatives
- Registration of alumni association
- Introducing In house programmes for career guidance and counseling

Governance and Leadership

- Introducing Decentralization of Management through various committees and cells
- Establishment of IQAC
- Framing the Policy for staff welfare measures
- Organizing In-house FDP's for faculty development

Institutional Values and Distinctiveness

- CCTV Surveillance in campus

- Establishment of Gender Champions Club
- Green Audit of the College
- Rain Water Harvesting
- Access to Lift and Ram for Divyangjan

File Description	Document
strategic Plan and deployment documents on the website	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:

In the organization structure of Sri Nanak Jhiras Shabe Foundations's , Bidar the Chairman of the Society is highest position in the hierarchy. The Powers are given to chairman by the Governing Council which plays a crucial role in the institution. The Management appoints a principal to look after the institution and take the institution ahead with leaps and bounds. In administrative point of view, the Principal exercises full freedom and power to develop the institution n in all areas of academics, infrastructure and administration. In the qualitative point of view, IQAC Coordinator plays a key role and constantly involves into the qualitative measures for academics, infrastructure and administration. Similarly HODS, Committees, faculty members and office superintendent are also given autonomy to execute the vision and mission and policy of the institution.

Faculty members' leadership potential is recognized and nurtured by entrusting them with responsibilities other than teaching as Co-ordinators of various committees. Student Grievance Cell, Anti-ragging Committee, and Internal Complaints Committee are all active and take up student complaints, with all details kept confidential. Solutions are found in collaboration with committee members, much to the delight of students and parents.

Committee meetings are held in accordance with the rules, and minutes are kept. Faculty members are recruited through the Governing Council via an interview conducted as needed by the Internal Staff Selection Committee and presented to the Governing Council at its meetings.

File Description	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: C. 2 of the above

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

Guru Nanak First Grade College, offers a variety of initiatives aimed at the well-being of its employees. These welfare measures assist the institution in keeping employees motivated toward the institution's overall development. Staff welfare measures are proposed in light of the institution's various needs and available resources for the welfare of full-time teachers and non-teaching staff.

WELFARE MESAURES FOR STAFF

1. Employee Provident Fund (EPF) —Provident Fund will be paid as per Employee Provident Fund Act 1952 to all regular full-time staff members.
2. ESI: As per the state government norms GNFGC is providing ESI facility to all its staff members.
3. Advance Salary: The Advance Salary facility is available to meet urgent medical expenses for self & dependent family members / marriage / education of children etc. This given amount will be recovered from the employee's monthly salary without any additional cost.
4. Bonus to Non-Teaching Staff: Yearly bonus scheme is available for the non-teaching staff members of the college.
5. Concession in fees to children of employee
6. Cafeteria: Cafeteria facility with concessional rates is provided to staff members of GNFGC
7. Casual Leave/ Special Casual Leave/OOD facility: Staff members are given CL, SCL and OOD facility for the personal and professional purposes.
8. Uniforms are provided to non teaching staff

9. Financial Assistance to attend seminar/conference/workshop: The fulltime staff members are provided with financial assistance to present their research finding during seminar/conferences and workshops.

File Description	Document
Upload any additional information	View Document

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

Response: 2.94

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	0	0	0	0

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

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

Response: 0.8

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
1	0	1	1	1

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 15.85

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
0	03	16	0	0

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

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

Response:

The institution has an effective performance appraisal system for teaching and non-teaching staff. Every year the outgoing batch of students are provided with Teacher Feedback forms. In addition student's satisfaction survey based on the NAAC Questionnaire was also conducted.

This process contains Teacher Evaluation and Campus Evaluation surveys. The duly filled in forms are analyzed by the Principal and the feedback thus obtained is judiciously addressed for the betterment of the teaching-learning process. In case any lacunae is observed the teacher in question is counseled by the Principal and urged to improve his/her performance in the interest of professional up gradation and better service-delivery to our students.

The performance of the non- teaching staff is based on various parameters such as the employees' attitude towards job profile, respond quickly to the needs of the students, faculty and institution , intimate Principal for sanction of leave, employees work adjustments during leave, punctuality , knowledge, performance, communication and work equation with colleagues, willing to work by extending timings to complete the task assigned if needed, respond positively to any instruction immediate location of files when asked for data.

The finding of the Teacher Feedback and students satisfaction survey are then summarized and graphically presented through charts and graphs and published on the institution website in keeping with transparency norms.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

To increase the effectiveness of its operations, Guru Nanak First Grade College, Bidar has established a systematic process for conducting both internal and external audits of all of its financial transactions made during the fiscal year. The college's daily financial operations are conducted in consultation with the accountant, the office superintendent, and the Principal, with appropriate verification. The accounts officer maintains the financial records as per the regulating authorities.

Internal Audit: The Institute conducts internal audits on a regular basis to ensure compliance with government laws and regulations, which aids in the college's accurate and timely financial reporting and data collection.

Internal audits are performed using financial transaction records such as bank accounts, ledgers, bills, vouchers, and statements of cash position and cash flow, and the office performs sample checks on heads of various accounts, balances, dates, and so on.

The following are included in the internal audit:

- 1) Budget vs. Actual Expenses
- 2) Revenue vs. Expenses
- 3) Statutory Obligation

External Audit: Each year, the college's financial statements are given to an external auditor, a firm of certified chartered accountants approved by the college governing council. The chartered accountants conduct an external audit once a year, after March 31. The external auditor verifies the financial statements submitted by the institute and sends the draft to management for review and, if necessary, corrective action. If the auditor has any questions, they are answered right away, with supporting documents and a time limit. All of these mechanisms demonstrate financial transparency by keeping institutions' financial operations clean and disciplined by adhering to the rules and regulations of state and federal regulating authorities.

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

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

Response:

Resource Mobilization & Utilization

Guru Nanak first Grade College Bidar, Bidar has developed effective mechanism for resource utilization and mobilization for good governance and planning. This helps the institute to effectively plan the allocation for all activities of the college including academic, administrative and extra-curricular etc.

RESOURCE MOBILIZATION

- As far as concerned to Guru Nanak first Grade College Bidar the identification of activities that require special financial assistance in short term and long term is given significance during resource allocation and planning. Accordingly, the annual budget of the college is prepared and resources are allocated.
- The financial budget is allocated based on strategic plan of the institution.
- Identifying and analyzing resources available for various academic and non-academic programmes, activities, and research and development activities.
- Knowing and analyzing the existing financial environment, the resources that are available, and the support commitment from different stakeholders and professional organizations
- Maximizing resource creation and utilization, through internal funding.

SOURCES FOR FINANCIAL RESOURCES

- Tuition Fees collected from students
- Grants received from Government and Non Government Agencies if any
- Grant received from individuals and philanthropists
- Durations received from alumni

UTILIZATION OF RESOURCES

- All resources in the institutions including academic and non-academic facilities available in the institution are to be used as per the SOP's are in place in the various departments.
- Special equipments to be used after taking the permission of the concerned department head.
- Sports and Games, Library and ICT facilities are used as per institutional SOP's.

MAINTENANCE OF THE INFRASTRUCTURE

- Maintenance of infrastructure is taken care by college the heads appointed for various infrastructure facilities by the management.
- College has appointed the human resource for regular maintenance.
- For special kind of maintenance service of external agencies are outsourced.

6.5 Internal Quality Assurance System

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

Response:

The internal quality assurance cell as constantly contributed significantly for institutionalizing the quality strategies and processes in the college. IQAC encouraged different units and department in order to create conducive atmosphere in the institution.

IQAC has played significant role in following initiatives:

1. Introducing add-on programmes
2. Signing of MoUs with various organization for the purpose of academic and extracurricular activities
3. Preparing policies and procedures for various academic matters
4. Developing the strategic plan of the institution
5. Organizing faculty development programmes on quality related issues.
6. Timely Submission of Data to AISHE
7. Helping the Institute in preparing the proposal for introducing new programmes
8. Disseminating information on various funding agencies

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

Response:

1. IQAC: The IQAC cell periodically reviews the teaching learning process, structures and methodologies of operations and learning outcomes. The standard methods of teaching, learning, and evaluation which are proven over the years are being followed. Generally, we adopt direct lecture method of teaching

2. Academic Calendar: Based on the University Academic Calendar, the Institute prepares its calendar of events well in advance at the beginning of the year.

3. Time Table: As per University instructions, the class work for each subject is initiated in the college. Every teacher is expected to follow the time table prepared by the respective department HODS.

4. Semester wise Lesson Plan: The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester.

5. Daily teaching record: Everyday faculty writes the details of the lectures along with the topic covered in the class.

6. Students feedback about teacher: The institution has a feedback system to evaluate the teacher by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course deliver, attitude, strength and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. The feedback committee evaluated the feedback and principal monitors the system and the appropriate corrective actions.

7. Student learning outcomes: The institution monitors the performance of the students regularly. It has specified procedure to collect and analyze data on student learning outcomes. The following points is adopted by the institute in this context:

1. Internal Assessments
2. Discussions and seminar presentations

8. Semester End Examination:

1. Providing question bank of various subjects to the students
2. Providing lecture notes
3. Timely Redressel of student's grievances
4. At least 75% attendance is compulsory in each semester.
5. Extra classes for weak students to solve their problems.

9. Effective Internal Examination and Evaluation system:

1. Institute maintains an effective internal examination and evaluation system.

2. Students result analysis record is maintained.

6.5.3 Quality assurance initiatives of the institution include:

In order to maintain quality and to make it a culture, IQAC puts in the following positive efforts.

1. ICT for Administration:

All the terminals in the office premises have been provided with a computer system

Increased number of cameras for CCTV coverage of the campus for greater safety of students

2. Internal financial audit

3. Other IQAC initiative

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 e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	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:

Gender equity is one of today's most pressing issues. Gender equity is concerned with creating a conducive learning and working environment for the modern era. Our main goal is to have good gender equity in the institute as well as a gender-neutral environment for both students and faculty that ensures equal opportunity and participation for all.

Safety and Security:

- The campus has a strong security and safety system in place, with multiple checks at all entry points for both people and vehicles.
- The campus is monitored by CCTV 24 hours a day, seven days a week.
- The institute posts emergency contact information for students and faculty on the college campus.
- Students are given ID cards, which they are required to wear on campus.
- Visitors are checked by security personnel and given visitor ID cards.
- Girl students are regularly counseled on safety and security by the Student Council and faculty members.
- The institute has also formed an anti-ragging committee and a Prevention of Harassment of Women Grievances Committee to address the concerns of all female students and faculty members.

Personal counseling and mentoring:

The Guru Nanak First Grade College Bidar has a mentor–mentee system which helps effective resolution of the problems faced by students.

Common Room:

There is a provision of separate 'Girls' common rooms. The room is spacious and ventilated.

Day care center for young children:

Day care center facility for young children is made available through sister school attached nearby our institution.

File Description	Document
Link for annual gender sensitization action plan	View Document

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

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

Response: C. 2 of the above

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:

For solid waste management different bins have been placed at different departments and floors. The institution ensures that solid waste is segregated at the source and properly disposed.

Waste Recycling system:

Waste recycling involves the collection of waste materials and segregation of the waste material. The institution has set up a recycling program to meet the need of recycling waste. The institution invites the vendors who collect the waste for recycling from the educational institution. Every year, library waste in terms of books, newspaper waste etc. is properly handed over to the vendors for recycling process.

E-Waste management:

The E- wastes like computers, keyboards, mouse etc are collected and disposed to the scrap dealer based upon the highest bidding.

The major E-waste included desktop computers, UPSs, LCD and stabilizers are the most widely generated and stored properly.

Hazardous chemicals and radioactive waste management

The chemicals used in chemistry lab and environmental lab are diluted and disposed in sand pits we are not using radioactive materials.

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: C. 2 of the above

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: D. 1 of the above

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: D.1 of the above

File Description	Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

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:

Our logo vidya daan maha daan signifies commitment towards promoting education in the society and the country. Our institution believes in this principle and constantly proves to be committed for the development of the society with traditional values , religious harmony, cultural identity, linguistic variety and other identities.

Our college is located on the confluence of three states. – Karnataka, Maharashtra, and Telengana. Here we find a mixed culture and societal set up both. More over this place has a mixed population representing all regions and castes. So we get students belonging to different religions, castes, creeds, cultures as well.

In the linguistic point of view, the people of Bidar use multiple languages for communication purpose. Here we have a considerable population of Marathi, Kannada, Urdu, Hindi and Telugu speakers. It makes this place unique in the respect of linguistic variety among the staff members; there are faculty members who represent this variety and vividness of caste, creed, religion and languages.

To maintain this harmony, our college teacher jointly celebrate and organize social, cultural and religious festivals like Independence day, Republic Day, yoga day, Teachers' day, Women's day, Farewell day, Youth day, Hindi Day and the festivals like Diwali, Holi, Ramadan etc are collectively celebrated formally and informally.

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:

The institution's national devotion is reflected thought the celebrations of various days of national importance and celebration of birth and death anniversaries of important personalities on India such Mahatma Gandhi, Dr. Babasaheb Ambedkar, Swamy Vivekanand, etc.

Students of First semester in all UG programmes are offered the foundation courses on Indian Constitution and Environmental Studies which makes them aware about constitutional obligation and duties of responsible citizens and responsibilities towards sustainable development. Students and staff participate in all these events with spirit and enthusiasm.

Celebration of Days of National Importance:

- **Independence Day:** The event is held in honor of the eminent personalities of the Indian freedom struggle and aims to instill the values they exemplified in the current generation.
- **Republic Day:** Republic day is celebrated to honor the constitution of India. Morning at 7.30 am all staff and student participate enthusiastically in this event.
- **National Unity Day:** National Unity Day is celebrated in 31 October. The day is celebrated to mark the birth anniversary of Sardar Patel who had a major role in the political integration of India.
- **Teachers Day :** Teachers day is celebrated every year to honor the staff members for their contributions shaping the life of students
- **International Women's Day:** Women's day is celebrated to every year in the college on 8th march to remember the social, economic, cultural and political achievements of women.

In this way through various activities and celebration of days and foundation courses institute sensitizes of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

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

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

Response:

The Guru Nanak First Grade College Bidar is celebrates various days, events and festivals with enthusiasm in campus.

Celebration of Days of National Importance:

- **Independence Day:** The event is held in honor of the eminent personalities of the Indian freedom struggle and aims to instill the values they exemplified in the current generation.
- **Republic Day:** Republic day is celebrated to honor the constitution of India. Morning at 7.30 am all staff and student participate enthusiastically in this event.
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- **Teachers Day :** Teachers day is celebrated every year to honor the staff members for their contributions shaping the life of students
- **International Women's Day:** Women's day is celebrated to every year in the college on 8th march to remember the social, economic, cultural and political achievements of women.

Celebration of Festivals and events

Students also celebrate the following festivals in Hostel

- Holi
- Dipawali
- Makar Sankranti

Events Organized in college by students

- Fresher's Day

- Farewell Party

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:

1 Best Practice: Merit Cum Means Scholarship

Title: Merit Cum Means Scholarship

Objective: To help the bright students having financial difficulties

Context: No student should be refused access to higher education due to financial constraints. Students in financial need may require fee reductions, books, scholarships, and other assistance. Attempts to contact poor children at their homes and persuade them to pursue an education may be beneficial. This practice addresses these needs.

The Practice: Guru Nanak First Grade College, Bidar is run by the Sri Nanak Jhira Foundation (SNJF) which is charitable trust supported Gurudwara Sri Nanak Jhira Saheb Bidar. The institute is imparting quality education since 1999 to the needy people of Kalyan Karnatak Region(Hyderabad Karnataka Backward Region) . Every year at the beginning of the year during the admission process institute calls for the institute level scholarship from needy students. Students those who are getting marks more than 80% in their 10+2 examination are considered for institution level scholarship (fee Concession). Rs. 3000 and 5000 as scholarship amount is fixed by the management for the UG and PG students respectively.

Evidence of Success: Increased enrollment of meritorious students in the college is evidence of success.

Problems encountered and resources required: Funds from the management are required to award the scholarship.

2 Best Practices: Governance through Enterprise Resource Management

Title: Governance through Enterprise Resource Management

Objective: To make workflow more efficient to stream line the day to day operations digitally to reduce the paperwork.

Context: Guru Nanak First Grade College is one of the popular private colleges in Hyderabad Karnataka Area. The institute has the Wi-Fi campus with Bandwidth of 60 MBPS which supports the hassle free access to digital environment. The college has initiated the effective use of ICT in its management

practices to effectively capture data and efficiently organize it for necessary decision support.

Practice: To address the objective of streamlined and transparent governance, the college has adopted the CAMU ERP. The CAMU's College Management System provides the solution to digitize and streamline the day-to-day operations of the college. From student enrolment system to admission management and online class management to finance management and human resource management, as well as every other process of college operations are integrated successfully. It also helps to digitize routine work of the campus such as student attendance management system, student record management system, student profile management system, student record keeping system, student mark management system, student fee management, and other small and big operations. Implementation of ERP helped for the effective management and academic reforms.

Evidence of Success: Availability of data for better planning and control. Enforcement of policies centrally.

Problems encountered and resources required: Trained manpower with ICT Skills, ICT infrastructure with good bandwidth. Funds for Annual Maintenance of ERP.

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

7.3 Institutional Distinctiveness

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

Response:

Serving Society through Education:

Legend has it that during one of his holy missions Guru Nanak Dev Ji visited Bidar, at a time when it was in the grip of terrible famine. When the local people approached and requested Guruji to relieve them from this sorrow and suffering, he performed a miracle with the turn of a nearby stone with his right toe and a spring of water burst out from the laterite rock mountain. Till this day crystal clear water flows from the laterite trap. The belief is that drinking of this water cures many ailments. Now a magnificent sparkling white Gurudwara called GuruDwara Sri Nanak Jhira Saheb, stands beside the holy spring as one of the holiest places of the Sikhs.

A prabandhak committee was formed in 1950 to renovate and develop Gurdwara under the Presidentship of Pant Bhushan Sant Sardar Bhishan Singhji. Unfortunately in the year 1966, Santji expired and the mantle fell on the shoulders of his son Sardar Joga Singhji who continued to provide stewardship to the Prabandhak Committee to the welfare and up-liftment of Human Society.

As developing activities were growing fast, a public, Religious, Educational and Charitable trust by the name Sri Nanak Jhira Saheb Foundation was established in March 1987 by the Prabandhak Committee Gurudwara Sri Nanak Jhira Saheb, Bidar.

Under the able guidance and dedication of the President Sardar Joga Singhji many more institutions sprang up and flourished. In recognition of his service for a noble cause Sardar Joga Singhji was conferred the honour of “Shiromani” by the then Vice President. The sudden demise of Sardar Joga Singhji was a tragic blow to the foundation and institutions coming under it. But however the herculian task is now being efficiently shouldered by the dynamic President, Dr. Balbir Singhji. The Vice Chairperson Sardarni Reshma Kaurji has also equally contributed to the upliftment of the institutions through her tireless efforts and devotion.

Guru Nanak First Grade College Bidar

Guru Nanak First Grade College Bidar was established in the year 1999 and is affiliated to Gulbarga University, Kalaburagi. It offers Three year Degree Courses in Science, Commerce , Computer Science , Management leading to the award of Bachelors Degree from Gulbarga University, Kalaburagi. The College has been co-educational since 1999.

The Post-Graduate course in Physics was introduced in the year 2018 with the intake of 30 Students and later in 2019 Post-Graduate course in Chemistry and Mathematics was introduced with an intake of 20 students. All Post Graduate courses are affiliated to Gulbarga University, Kalaburagi.

The College has a very fine infrastructure, well equipped labs with latest technologies and instruments and a full fledged faculty. It is unique in a way that, teaching or learning here is challenging. The college aims at achieving academic excellence by imparting quality education. It also aims at training students to be self-reliant, responsible citizens and who in turn can contribute significantly to the continuous improvement of a just and equitable society.

Since Decades Institution serving for the society by imparting quality education by following the footsteps of Sri Guru Nanak Ji.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

The Guru Nanak First Grade College, Bidar, was founded in 1999 with the vision of providing inclusive and accessible education to needy people in this Hyderabad Karnataka Backward Area.

Within a short period of time, the college established its name and reputation, attracting students from all over India.

Female students from various cultural and religious backgrounds were drawn to the inclusive, harmonious, and equality-based educational environment.

College has proudly enrolled more than 60% female students in UG and PG courses.

Concluding Remarks :

The college is preparing for the NAAC Assessment and Accreditation Process for the first time. As part of this preparation, the college has instilled an academic quality culture through the Internal Quality Assurance Cell, such as effective curriculum delivery, innovations in teaching and learning methods, and enhancements in research and development activities.

New initiatives for e-governance are being implemented through structured mechanisms, bringing transparency to institutional decision making.

Through the process of Institutional Quality Enhancement and Sustenance, a new culture of quality, inclusiveness, and equity is instilled in the institution.

As a result, with the support of proactive management we are submitting the First Cycle SSR to NAAC for Institutional accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 7 Answer after DVV Verification: 7</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 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>8</td> <td>7</td> <td>6</td> <td>3</td> <td>2</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>8</td> <td>7</td> <td>6</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	8	7	6	3	2	2020-21	2019-20	2018-19	2017-18	2016-17	8	7	6	3	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	7	6	3	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	7	6	3	2																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during 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>225</td> <td>215</td> <td>170</td> <td>129</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	225	215	170	129	110										
2020-21	2019-20	2018-19	2017-18	2016-17																	
225	215	170	129	110																	

2020-21	2019-20	2018-19	2017-18	2016-17
225	215	170	129	110

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	4	4	4

Answer After DVV Verification :

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

Remark : DVV has updated the data as per the documents provided by the HEI

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

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

Answer before DVV Verification : 373

Answer after DVV Verification: 373

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 31

Answer after DVV Verification: 31

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)**

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	2	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	2	1	1

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)**

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

Answer before DVV Verification : 213

Answer after DVV Verification: 200

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
237	135	76	83	70

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
237	135	76	83	70

200	134	106	82	71
-----	-----	-----	----	----

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	0	0

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 2

Answer after DVV Verification: 0

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	0	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	1	0	0

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
500	505	305	560	438

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
500	505	305	560	438

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	1	1

Answer After DVV Verification :

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

Remark : HEI has not provided the copies of collaboration done

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	04	0	1	03

Remark : DVV has updated the data as per the HEI clarification response

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

Answer before DVV Verification : 21

Answer after DVV Verification: 12

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
7.08	10.30	5.53	4.65	8.42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.08	10.30	5.53	4.65	8.42

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

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
20114	91616	8430	52498	78584

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.2	0.9	0.08	0.5	0.7

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**

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

Answer before DVV Verification : 100

Answer after DVV Verification: 90

Remark : DVV has updated the data as per the HEI clarification response

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
22.50	31.59	31.59	1.53	2.43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22.50	31.59	31.59	1.53	2.43

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
288	200	206	178	158

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
280	200	206	178	158

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	54	55	34	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	30	20	10

Remark : HEI has not provided an audited statements of accounts. DVV is not able to verify the

	data																				
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.1.4	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution 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>4</td> <td>4</td> <td>3</td> <td>6</td> <td>4</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>227</td> <td>209</td> <td>258</td> <td>164</td> <td>150</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	3	6	4	2020-21	2019-20	2018-19	2017-18	2016-17	227	209	258	164	150
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	3	6	4																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
227	209	258	164	150																	
5.1.5	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years</p> <p>Answer before DVV Verification : 77 Answer after DVV Verification: 77</p>																				
5.3.1	<p>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</p>																				

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
0	0	1	1	2

Answer After DVV Verification :

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

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has updated the data as per the HEI clarification response

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

6.3.4.1. Total number of teachers attending professional development Programmes viz.,

Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	03	16	0	0

Remark : DVV has updated the data after excluding the FDPs having less than one-week duration (as per UGC/AICTE regulation)

- 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)**
- Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: D. 1 of the above

- 7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**
- 1. Solar energy**
 - 2. Biogas plant**
 - 3. Wheeling to the Grid**
 - 4. Sensor-based energy conservation**
 - 5. Use of LED bulbs/ power efficient equipment**
- Answer before DVV Verification : C. 2 of the above
Answer After DVV Verification: C. 2 of the above

- 7.1.4 **Water conservation facilities available in the Institution:**
- 1. Rain water harvesting**
 - 2. Borewell /Open well recharge**
 - 3. Construction of tanks and bunds**
 - 4. Waste water recycling**
 - 5. Maintenance of water bodies and distribution system in the campus**
- Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: C. 2 of the above

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has updated the data as per the HEI clarification response</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : DVV has updated the data as per the HEI clarification response</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above</p>

Remark : DVV has updated the data as per the documents provided by the HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs 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>365</td> <td>336</td> <td>276</td> <td>283</td> <td>283</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>365</td> <td>336</td> <td>276</td> <td>283</td> <td>283</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	365	336	276	283	283	2020-21	2019-20	2018-19	2017-18	2016-17	365	336	276	283	283
2020-21	2019-20	2018-19	2017-18	2016-17																	
365	336	276	283	283																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
365	336	276	283	283																	
1.2	<p>Number of programs offered year-wise for 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>7</td> <td>7</td> <td>5</td> <td>4</td> <td>4</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>7</td> <td>7</td> <td>5</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	5	4	4	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	5	4	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	5	4	4																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	5	4	4																	
2.1	<p>Number of students 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>764</td> <td>722</td> <td>607</td> <td>505</td> <td>476</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>764</td> <td>722</td> <td>607</td> <td>505</td> <td>476</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	764	722	607	505	476	2020-21	2019-20	2018-19	2017-18	2016-17	764	722	607	505	476
2020-21	2019-20	2018-19	2017-18	2016-17																	
764	722	607	505	476																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
764	722	607	505	476																	
2.2	<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>190</td> <td>190</td> <td>170</td> <td>155</td> <td>155</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	190	190	170	155	155										
2020-21	2019-20	2018-19	2017-18	2016-17																	
190	190	170	155	155																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
248	310	242	185	180

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	31	23	25	20

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
34	31	23	25	20

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	31	23	25	20

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
34	31	23	25	20

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 21

Answer after DVV Verification : 21

4.2 **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
51.43	86.79	78.98	61.18	64.30

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51.43	86.79	78.98	61.18	64.30

4.3 **Number of Computers**

Answer before DVV Verification : 100

Answer after DVV Verification : 57

NAAC