



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | KLE Society's Shri Shivayogi Murughendra Swamiji Arts, Science and Commerce College, Athani |
| • Name of the Head of the institution | Dr. B S Kamble |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 08289295300 |
| • Mobile No: | 9448338015 |
| • Registered e-mail | ssmsatn@gmail.com |
| • Alternate e-mail | |
| • Address | Satti Road, Athani |
| • City/Town | Athani |
| • State/UT | Karnataka |
| • Pin Code | 591304 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated College |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |

| • Financial Status | UGC 2f and 12(B) | | | | | | | | | | | | | | | | | | |
|---|---|-----------------------------------|-----------------------------|----------------|-----------------------------|---------------|-------------|---------|---|------|------|------------|------------|---------|-----|------|------|------------|------------|
| • Name of the Affiliating University | Rani Channamma University, Belagavi | | | | | | | | | | | | | | | | | | |
| • Name of the IQAC Coordinator | Shri. Sangamesh N Talawar | | | | | | | | | | | | | | | | | | |
| • Phone No. | 08289295300 | | | | | | | | | | | | | | | | | | |
| • Alternate phone No. | 08289295300 | | | | | | | | | | | | | | | | | | |
| • Mobile | 9036742264 | | | | | | | | | | | | | | | | | | |
| • IQAC e-mail address | klessmsiqac@gmail.com | | | | | | | | | | | | | | | | | | |
| • Alternate e-mail address | samsangu286@gmail.com | | | | | | | | | | | | | | | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | | | | | | | | | | | | | | | | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | | | | | | | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://klessmscollege.edu.in/Calendar/2022-23.pdf | | | | | | | | | | | | | | | | | | |
| 5.Accreditation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 4</td> <td>A</td> <td>3.09</td> <td>2022</td> <td>26/07/2022</td> <td>25/07/2027</td> </tr> <tr> <td>Cycle 3</td> <td>B++</td> <td>2.80</td> <td>2016</td> <td>05/11/2016</td> <td>04/11/2022</td> </tr> </tbody> </table> | | Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | Cycle 4 | A | 3.09 | 2022 | 26/07/2022 | 25/07/2027 | Cycle 3 | B++ | 2.80 | 2016 | 05/11/2016 | 04/11/2022 |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | | | | | | | | | | | | | | |
| Cycle 4 | A | 3.09 | 2022 | 26/07/2022 | 25/07/2027 | | | | | | | | | | | | | | |
| Cycle 3 | B++ | 2.80 | 2016 | 05/11/2016 | 04/11/2022 | | | | | | | | | | | | | | |
| 6.Date of Establishment of IQAC | 05/08/2004 | | | | | | | | | | | | | | | | | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Institutional/Department /Faculty</th> <th>Scheme</th> <th>Funding Agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> | | Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | - | - | - | - | - | | | | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | | | | | | | | | | | | | | | |
| - | - | - | - | - | | | | | | | | | | | | | | | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | Yes | | | | | | | | | | | | | | | | | | |

| | | |
|--|---------------------------|--|
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File | |
| 9.No. of IQAC meetings held during the year | 04 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | No | |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>1.Implementation of Quality Enhancement Initiatives: The IQAC spearheaded the implementation of various quality enhancement initiatives across academic departments and administrative units, aiming to enhance the overall educational experience and institutional effectiveness. 2. Data-Driven Decision Making: Through rigorous data collection and analysis, the IQAC facilitated evidence-based decision-making processes, enabling the institution to identify areas for improvement and devise targeted strategies for enhancing quality in teaching, research, and administrative operations. 3. Stakeholder Engagement and Feedback Mechanisms: The IQAC actively engaged with stakeholders including students, faculty, staff, and external partners, fostering open communication channels and soliciting feedback through surveys, focus groups, and other mechanisms to assess the effectiveness of institutional processes and address concerns promptly. 4. Promotion of Best Practices in Teaching and Learning: By organizing workshops, seminars, and various development programmes, the IQAC promoted the adoption of best practices in teaching and learning, leveraging innovative pedagogical approaches, technology integration, and continuous professional development to enhance the quality of education delivery. 5. Quality Assurance Reviews and Accreditation Preparation: The IQAC conducted comprehensive quality assurance</p> | | |

reviews, internal audits, and mock accreditation exercises, ensuring compliance with standards set by regulatory bodies and accreditation agencies. These efforts were geared towards preparing the institution for accreditation evaluations and enhancing its reputation for quality education and excellence.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|---|
| 1. To continue students - mentoring system | Students- Mentoring was restructured and redefined in this academic year. Parent of each Mentee met the Mentor to discuss the academic improvement of the Mentee. Suggestions were entered in the Student Improvement Scheme (SIS) book (Mentor- Mentee book) |
| 2. To motivate the students to join MOOCs in SWAYAM portal. | Conducted various meeting about the SWAYAM MOOCs for the students to join the online program |
| 3. To collect feedback from various stakeholders | Feedback forms were collected from various stakeholders (Students, Teachers, Employers, Alumni, Parents) |
| 4. Planned to conduct student related academic and co-curricular programmes | <ul style="list-style-type: none"> • Post Budget Analysis - 4/02/2022 • Guest Lectures - 06 • Study Tours/Field Visit - 06 • University Blues - 04 • Campus Placements - 08 |
| 5. To organize various awareness programmes for students | Awareness programs were organized through various extension activities by NCC, NSS and YRC. Women Empowerment Cell conducted and organized guest lectures on women health and hygiene. |
| 6. To organize National level workshop/seminar/conference in association with Government | A National Level Conference was organized by the Department of Chemistry on 22/12/2022 |

| | |
|---|---|
| agencies. | sponsored by KSTA, Government of Karnataka |
| 7. To facilitate faculties in decision making process | 05 faculties are members of BoS and BoE committees of the affiliating university. 01 faculty is member of AGP interview panel of Shivaji University, Kolhapur - Maharashtra |
| 8. To continue Students Satisfaction Survey (SSS) | Student Satisfaction Survey (SSS) was taken for students for the academic year |

| | |
|---|-----|
| 13. Whether the AQAR was placed before statutory body? | Yes |
|---|-----|

| |
|--|
| <ul style="list-style-type: none"> Name of the statutory body |
|--|

| Name | Date of meeting(s) |
|----------------------|--------------------|
| Local Governing Body | 27/01/2024 |

| |
|--|
| 14. Whether institutional data submitted to AISHE |
|--|

| Year | Date of Submission |
|---------|--------------------|
| 2022-23 | 09/02/2024 |

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| 15. Multidisciplinary / interdisciplinary |
|--|

Shift from Content-Driven to Applied Learning: The institution recognizes the limitations of rote learning and aims to move towards a more practical and applied curriculum. This shift can help students better understand and utilize knowledge in real-world scenarios. 360-Degree Assessment Model: The institution acknowledges the importance of assessing not only academic achievements but also the overall well-being of students. This holistic assessment model covers educational, physical, and mental aspects, ensuring a more comprehensive evaluation. Experiential Learning Focus: The emphasis on experiential learning, particularly in vocational skills, mathematical thinking, and data science, reflects a commitment to preparing students for practical challenges. This approach aligns with the idea that hands-on experiences can deepen understanding and enhance skill development. Global Citizenship and Future-Ready

Skills: The institution aims to nurture students as global citizens by providing a multidisciplinary education. The focus on intellectual, aesthetic, social, physical, emotional, and moral development indicates a holistic approach, aiming to produce well-rounded individuals capable of navigating the complexities of the 21st century. **Multidisciplinary Education:** The institution's commitment to a multidisciplinary education spans various fields, including arts, sciences, humanities, languages, social sciences, professional, technical, and vocational areas. This broad-based approach reflects an understanding of the interconnectedness of knowledge. **Ethics and Social Engagement:** Holistic education extends beyond academics to include ethical values, social engagement, communication, discussion, debate, and rigorous specialization. This ensures that students not only acquire knowledge but also develop essential interpersonal and ethical skills. In summary, your institution's educational philosophy seems to be comprehensive and forward-looking, aiming to prepare students not only academically but also socially, emotionally, and ethically for the challenges of the 21st century. This approach aligns with the growing recognition of the need for a well-rounded education that goes beyond traditional rote learning.

16. Academic bank of credits (ABC):

Credit System and Academic Bank of Credits: The adoption of a credit system in academics, as per the CBCS, allows for a more flexible and student-centric approach to learning. The Academic Bank of Credits becomes a repository for the accumulated credits, providing a transparent and transferable record of a student's academic achievements. **Credit Transfer from Other Institutions:** Recognizing credits gained from other institutions encourages students to pursue diverse learning experiences. This inclusivity allows students to bring in credits earned elsewhere, fostering a more dynamic and open learning environment. **Online Learning Platforms and National Schemes:** Acknowledging courses taken through online platforms like SWAYAM, NPTEL, and V-LAB demonstrates an awareness of the evolving landscape of education. Embracing these national schemes aligns with the trend of utilizing technology to broaden educational access and options. **Flexible Credit Accumulation:** The flexibility to consider credits earned through various means, including online courses and those from specified universities, supports the idea that learning is not confined to traditional classroom settings. This flexibility caters to diverse learning styles and preferences. **Affiliating University Guidelines:** Adhering to the guidelines of the affiliating university ensures a standardized and regulated approach to credit transfer and accumulation. This compliance with university

directives helps maintain consistency and quality in the academic process. Overall, your institution's integration of credit systems, recognition of online learning, and adherence to national educational policies suggests a commitment to adaptability and inclusivity in providing a well-rounded and contemporary education for students. This approach aligns with the broader goals of fostering a dynamic and globally competitive learning environment.

17.Skill development:

Identification of In-Demand Skills: Prioritize the introduction of programs based on the current and future demand for specific skills in the job market. Consider conducting surveys or consulting industry experts to identify areas where there is a need for skilled professionals. **Vocational Skills Variety:** Diversify the range of vocational skills offered to cater to a broader audience. The inclusion of skills such as carpentry, plumbing, electrical repairing, horticulture, poetry, embroidery, and more provides students with a wide array of options to choose from based on their interests and career goals. **Collaboration with Industry Partners:** Establish partnerships with local industries, businesses, or trade associations to ensure that the skill-based programs align with industry requirements. Collaborative efforts can also provide students with opportunities for internships, hands-on experience, and networking. **Hands-On Training Facilities:** Ensure that the institution has the necessary facilities and infrastructure to support hands-on training. Workshops, laboratories, or simulated environments can enhance the learning experience and provide practical exposure to real-world scenarios. **Flexible Learning Formats:** Consider offering flexible learning formats, such as part-time or weekend courses, to accommodate individuals who may have existing commitments or are seeking to upskill while working. **Integration with Existing Programs:** Explore opportunities to integrate the new skill-based programs with existing academic programs or certificate courses. This integration can create a more comprehensive and interconnected educational experience for students. **Continuous Feedback and Evaluation:** Regularly gather feedback from students, industry partners, and instructors to evaluate the effectiveness of the skill-based programs. Use this feedback to make continuous improvements and adjustments to the curriculum. By introducing a diverse range of skill-based programs, your institution can contribute significantly to the development of students' practical competencies, preparing them for a variety of career paths and enhancing their overall employability.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Multilingual Instruction: Teaching in regional languages accommodates the linguistic diversity of the students, making the learning experience more relatable and accessible. It also helps in breaking language barriers, ensuring that all students can effectively engage with the curriculum.

Cultural Enrichment Through Events: The organization of events such as Janapada Jatre, Natak Parampre, and other festivals showcases a commitment to preserving and promoting the rich folk culture of the region. These events not only celebrate cultural diversity but also provide students with a platform to actively participate and appreciate their heritage.

Community Engagement: Involving the local community in events and cultural activities fosters a sense of belonging and community engagement. It strengthens the bond between the institution and the surrounding areas, creating a positive impact beyond the academic realm.

Integration of Cultural Activities with Curriculum: Explore opportunities to integrate cultural activities into the academic curriculum. This can provide a holistic learning experience, allowing students to connect theoretical knowledge with practical and cultural insights.

Awareness and Appreciation: Encourage students to appreciate and celebrate the diversity of languages and cultures. This can contribute to building a more inclusive and harmonious learning environment, fostering mutual respect and understanding.

Collaboration with Local Artists and Experts: Collaborate with local artists, cultural experts, and practitioners to enhance the authenticity and depth of cultural events. This not only enriches the students' experience but also supports and promotes local talent.

Documentation and Preservation: Consider documenting and preserving the cultural events and activities organized by the institution. This can serve as a valuable resource for future generations and contribute to the documentation of the region's cultural heritage.

By embracing linguistic diversity, promoting cultural events, and integrating local traditions into education, your institution plays a vital role in nurturing a holistic and inclusive learning environment for students from diverse backgrounds.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

R&D Investments and Innovation: The focus on encouraging high R&D investments from both government and private sectors aligns with NEP 2020's goal of fostering innovation and cultivating innovative mindsets. Such investments are essential for advancing knowledge and addressing real-world challenges.

Industry-Academia Collaboration for Skill Development: The recognition of the need for strong industry commitment and collaboration with academia for skill development, upskilling, and reskilling is crucial in preparing

students for the evolving demands of the workforce. This collaborative approach helps bridge the gap between academic learning and industry requirements. **Support for Research Activities:** The institution's support and encouragement for research activities throughout the year, alongside the regular curriculum, demonstrate a commitment to creating a research-oriented environment. This can contribute to the generation of new knowledge and advancements in various fields. **Diverse Educational Programs and Activities:** Offering certificate courses, training programs, projects, extension activities (NSS, NCC, YRC), and sports activities provides students with a holistic educational experience. This approach aligns with the multifaceted development goals outlined in NEP 2020. **Weekly Workshops on NEP Implementation:** Organizing weekly workshops related to the implementation of NEP is a proactive approach to keep the faculty and staff updated on the policy changes. This ensures a smooth transition and better understanding of the outcomes and implications of NEP 2020. **Outcome-Oriented Approach:** The institution's focus on achieving better outcomes through various initiatives indicates a results-driven approach. This can lead to positive impacts on student learning, skill development, and overall academic and extracurricular achievements. **Continuous Improvement:** The institution's engagement in regular workshops and activities related to NEP 2020 reflects a commitment to continuous improvement. This adaptive approach is essential in responding to the evolving needs of education and aligning with national policies. In summary, your institution's proactive measures and alignment with NEP 2020's key areas demonstrate a commitment to providing a well-rounded and innovative educational experience. The emphasis on research, collaboration, and skill development positions the institution to contribute significantly to the advancement of education and the development of students.

20.Distance education/online education:

Adaptation to Online Teaching: The successful implementation of online teaching during the Covid-19 pandemic demonstrates the institution's adaptability and commitment to ensuring continuous education, even in challenging circumstances. **Diverse Online Tools:** The use of a variety of online platforms such as Zoom, Google Meet, Teachmint, StreamGuru, etc., indicates a willingness to explore and utilize different tools to enhance the online learning experience. This adaptability is crucial for catering to the diverse needs of students and faculty. **ICT-Enabled Infrastructure:** The presence of an ICT-enabled infrastructure that is regularly updated reflects a commitment to providing modern and reliable technology for online teaching and learning. Keeping the infrastructure up to date is

essential for ensuring a smooth and effective virtual learning environment. MOOCs and Online Resources: Recognizing the significance of MOOCs and utilizing them as part of the online education strategy is in line with current trends in virtual learning. This can provide students with access to a wide range of courses and resources beyond the traditional curriculum. International and National Webinars: The organization of international and national webinars by various departments indicates a commitment to enriching the learning experience by exposing students and faculty to a global perspective. Webinars can serve as platforms for knowledge exchange and networking. Preparedness Assessment Database: Mentioning the importance of a reliable database for assessing the preparedness of higher education institutes to adopt online teaching is noteworthy. Such a database can assist policymakers in making informed decisions and implementing strategies to promote online education effectively. Effective Running of Online Teaching: The statement that online teaching is running effectively whenever necessary suggests that your institution has established a robust system for transitioning between in-person and online modes, depending on the circumstances. This adaptability is crucial for addressing future uncertainties. In summary, your institution's proactive approach in leveraging online platforms, organizing webinars, maintaining an updated ICT infrastructure, and recognizing the importance of a preparedness assessment database showcases a commitment to quality education in the virtual space. It positions the institution well for future challenges and advancements in online education.

Extended Profile

1. Programme

1.1 261

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

2.1 1035

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2

301

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3

364

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1

49

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2

49

Number of Sanctioned posts during the year

Extended Profile

1.Programme

| | |
|--|-----|
| 1.1 | 261 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|------|
| 2.1 | 1035 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 2.2 | 301 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 2.3 | 364 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

| | |
|--|----|
| 3.1 | 49 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| 3.2 | 49 |
|---|---------------------------|
| Number of Sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 22 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 49,67,076.53 Lakh |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 72 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

To ensure the effective curriculum delivery, IQAC drafts the calendar of events of the college at the beginning of the academic year. In turn, the HODs conduct departmental meeting along with the faculty members to prepare the departmental calendar of events which gives out properly planned road map for effective delivery of curriculum. The faculty members of the college who are members of the BOS attend the meetings at the university and give suggestions to the enrichment of the curriculum. In case of any lacunae in the prescribed syllabus, the concerned faculty through the feedback obtained from the stakeholders, the same is intimated to the concerned Board of Studies.

The planning process is varied for each department as the nature of courses and programmes vary a lot. Departments plan their certificate courses as per the needs like skill development, content addition, employability enhancement, soft skills, life skills and global competence. With working MoUs, activities like

student and faculty exchanges, field visits and guest lecture series also find place in effective curriculum delivery.

As a practice, mid semester review is taken at departmental level and semester end review of curriculum delivery by IQAC. Thus the institution's process of curriculum delivery is well planned and well documented and hence very effective as reflected in its results.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Based on the calendar of events of the affiliating university, the IQAC prepares the calendar of events of the college at the beginning of the year. It includes various timelines such as dates of beginning and end of academic session, mid semester breaks, sports and cultural events, dispersal of classes, preparatory leave, and tentative dates of IA test held on the eighth and twelfth week of each semester.

The departmental calendars also include proposed seminars/conferences/workshops, educational trips, project work, and other academic activities for the session. At the beginning of the session, the departments allocate syllabus contents to the faculty members. To ensure timely completion of syllabus, teaching plan of each teacher is obtained in advance and information of syllabi covered every month is sought thereafter.

Students have access to internal assessment and attendance records online through UUCMS. The Internal Assessment Committee of the college ensures that marks are uploaded timely on the university portal. Compliance to the departmental academic calendar is verified through an academic audit conducted by the IQAC at the end of every semester for all departments.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | View File |
| Link for Additional information | Nil |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data

requirement for year: (As per Data Template)

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

439

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

439

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The institution places a strong emphasis on integrating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. This integration is essential for nurturing well-rounded individuals who are not only proficient in their respective fields but also conscious of their ethical responsibilities and the broader societal impact of their actions.

The college with its vision of transformational education takes effort to integrate the issues such as gender, environmental and sustainability etc. Students of all three programs have to take these courses from semester I to IV. In this particular course, students are made aware of the sensitive issues like global

warming, green house effect, pollution and other environmental effects.

- Green Campus
- Swacch Bharath Abhiyan
- Plastic Free Campus
- Tobacco Free Campus
- Every Thursday, the college observes 'Vehicle Free Day'.
- Medicinal Garden
- Installation of Bird Feeders
- Me and My Plant

Professional Ethics:

The college enthusiastically integrates the values of ethics through curricular and extracurricular activities. Courses such as Kannada, English, Hindi, Political Science, History and Sociology integrate human values such as universal brotherhood, equality, patriotism, fraternity and respect towards each other, responsibility and accountability among students. Following are the programs organised:

- International Women's Day
- 'Beti Bachavo Beti Padhavo'
- Soundarya - Cosmetology Workshop
- Campaign for 'Save Girl Child'

Thus all the undergraduate student population has introductory exposure to Gender Equality, Environment and Sustainability, Human Values and Professional Ethics.

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

185

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | No File Uploaded |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

600

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

345

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

The institution is committed to providing tailored support for students across a spectrum of learning levels, ensuring that each individual has the opportunity to thrive academically. To achieve this, the institution implements a comprehensive assessment system that gauges the learning levels of students across various subjects and skills.

For advanced learners, special programs are designed to offer enrichment opportunities that extend beyond the standard curriculum. These programs may include advanced coursework, research projects, mentorship opportunities, or participation in specialized competitions and conferences. Additionally, advanced learners may benefit from accelerated pathways that allow them to delve deeper into their areas of interest and pursue more challenging coursework.

On the other hand, for slow learners, the institution organizes specialized programs aimed at providing targeted support and interventions to address their specific learning needs. These programs may involve additional tutoring, small group instruction, modified assignments, or alternative teaching strategies tailored to accommodate diverse learning styles. The goal is to scaffold their learning effectively, provide ample opportunities for practice and reinforcement, and help them progress at a pace that is conducive to their individual learning journey.

By offering specialized programs for both advanced and slow learners, the institution promotes inclusivity, equity, and academic excellence for all students, regardless of their starting point or pace of learning. This personalized approach ensures that each student receives the support and resources they need to reach their full potential.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1035 | 49 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

The institution employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enrich learning experiences and foster deeper understanding among students.

Experiential learning engages students in hands-on activities, real-world simulations, and immersive experiences that allow them to apply theoretical knowledge to practical situations. Whether through internships, fieldwork, laboratory experiments, or project-based learning, students gain valuable insights and develop critical thinking skills by actively participating in their own learning process.

Participative learning emphasizes collaboration, discussion, and active engagement among students. Through group projects, debates, case studies, and peer-to-peer learning activities, students learn from each other's perspectives, share ideas, and collectively problem-solve, fostering a dynamic learning environment that encourages active participation and knowledge exchange.

Problem-solving methodologies encourage students to analyze complex problems, generate creative solutions, and apply analytical skills to real-world challenges. By presenting students with authentic problems relevant to their field of study, instructors empower them to think critically, think innovatively,

and develop practical solutions, preparing them for the complexities they may encounter in their future careers.

By integrating these student-centric methods into the curriculum, the institution cultivates a learner-centered approach that prioritizes active engagement, critical thinking, and practical application of knowledge, ultimately enhancing the overall learning experiences and outcomes for students.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Teachers leverage ICT (Information and Communication Technology) enabled tools to facilitate an effective teaching-learning process. These tools encompass a wide range of digital resources and platforms designed to enhance pedagogy, engage students, and optimize learning outcomes.

ICT-enabled tools include multimedia presentations, interactive whiteboards, educational software, and educational apps. These tools offer dynamic and visually stimulating content that caters to diverse learning styles, making complex concepts more accessible and engaging for students.

Furthermore, ICT tools enable teachers to personalize instruction, track student progress, and provide timely feedback. Through online assessments, quizzes, and interactive exercises, teachers can gauge student understanding in real-time and tailor instruction accordingly, addressing individual learning needs effectively.

Moreover, ICT tools facilitate collaborative learning experiences, allowing students to collaborate on projects, share resources, and communicate with peers and instructors seamlessly. This fosters a collaborative and interactive learning environment that promotes knowledge sharing, critical thinking, and teamwork skills essential for success in the digital age.

Overall, the integration of ICT-enabled tools enhances teaching

effectiveness, promotes student engagement, and empowers learners to actively participate in their educational journey, preparing them for success in an increasingly technology-driven world.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | Nil |

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

2.3.3.1 - Number of mentors

42

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | No File Uploaded |
| mentor/mentee ratio | No File Uploaded |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

49

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

294.22

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The mechanism of internal assessment within the institution is characterized by transparency and robustness, ensuring fairness and accuracy in evaluating student performance. This assessment process is conducted with a predetermined frequency and employs various modes to comprehensively gauge students' understanding and progress.

Firstly, the frequency of internal assessments is carefully planned to provide regular feedback on student learning. These assessments may occur at specific intervals throughout the academic term, such as weekly quizzes, mid-term exams, or end-of-term assessments. This regularity allows for ongoing monitoring of student progress and enables timely intervention if needed.

Secondly, the modes of assessment employed are diverse and aligned with the learning objectives of each course. These may include written exams, oral presentations, project submissions, practical demonstrations, and portfolio assessments. By incorporating multiple modes of assessment, students are given opportunities to demonstrate their knowledge, skills, and competencies in various formats, accommodating different learning styles and preferences.

Importantly, the institution ensures transparency in the assessment process by clearly communicating assessment criteria, expectations, and grading rubrics to students. Additionally, mechanisms for providing feedback on assessment results are established, allowing students to understand their strengths and areas for improvement.

Overall, the transparent and robust mechanism of internal assessment, characterized by its frequency and diverse modes, supports student learning and growth while upholding standards of fairness and accountability within the institution.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

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

The college adopts a meticulous system of continuous internal evaluation. The examination committee conveys the schedule of conducting internal assessment exams to the HODs. The first and second Internal Assessment (IA) tests are conducted in the eighth and twelfth week of the semester. Internal Assessment (IA) blocks and seating arrangements, list of supervisors, distribution and collection of answer sheets is the responsibility of examination committee of the college. Each department maintains an internal assessment register which documents the progress of the student. The final IA mark list prepared by the concerned departments is submitted to the examination committee and the same displayed on the notice board and signature of the students is obtained and is then uploaded on the university examination portal - UUCMS

Along with IA tests, methods like assignments, group discussions,

class seminars, project work etc., are an integral part of internal assessment. By implementing these elements, the institution creates a robust and responsive mechanism to address internal examination-related grievances in a transparent, time-bound, and efficient manner.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

2.6 - Student Performance and Learning Outcomes

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

The institution acting on the guidelines of the affiliating university is actively promoting the understanding and integration of program and course outcomes among faculty and students. To enhance faculty awareness, the university organizes workshops, emphasizing the importance of aligning teaching methodologies with the specified outcomes. At the institutional level, the Internal Quality Assurance Cell (IQAC) provides valuable suggestions to departments at the beginning of each academic year, encouraging the seamless integration of program and course outcomes into the teaching-learning process. These outcomes are easily accessible on the college website, ensuring transparency.

During the Orientation Program, faculty members engage with students, discussing and guiding them on the significance of program and course outcomes. Furthermore, the college leverages the experiences of recognized alumni, inviting them to specific events and meetings. Alumni share firsthand experiences on how various courses played a pivotal role in shaping their careers, providing tangible examples of the outcomes in action.

In response to the evolving educational landscape, the affiliating university has embraced the National Education Policy (NEP) introduced in the academic year 2021-22. This forward-looking policy framework allows for the effective and meticulous framing of program and course outcomes, contributing significantly to the overall enhancement of the quality of the teaching-learning process. Through these concerted efforts, the college is fostering a learning environment where both faculty and students are well-informed and aligned with the intended educational outcomes.

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |
| Upload COs for all courses (exemplars from Glossary) | View File |

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

The college is committed to fostering the holistic development of its students, employing various effective strategies to achieve Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (Cos). Adhering to the guidelines set by the affiliating university, the college conducts both internal assessment examinations and end-semester examinations. This continuous evaluation allows for a comprehensive assessment of students' academic progress, serving as a benchmark for their readiness for higher education.

Understanding the importance of employability, the college goes beyond conventional academics. It provides students with practical skills through certificate courses aligned with industry demands, ensuring they are well-prepared for the job market. Additionally, the college promotes a culture of research by guiding students in various departments to undertake project works on relevant topics. Financial assistance is extended to students to participate in conferences and seminars at the international, national, and state levels, fostering a research-oriented mindset.

To gauge students' comprehension of the curriculum, the college employs a multiple feedback system at regular intervals. This iterative feedback process aids in evaluating the effectiveness of teaching methods and curriculum delivery, ensuring that students are not only academically proficient but also equipped with practical skills and a research-oriented mindset, contributing to their overall development.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

295

| File Description | Documents |
|--|---------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://klessmscollege.edu.in/Criteria/148.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

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

00

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

03

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

05

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

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

Extension activities in the neighborhood community aimed at sensitizing students to social issues play a crucial role in their holistic development. These activities offer opportunities for students to engage with real-world problems, develop empathy, and cultivate a sense of social responsibility.

The college is named after His Holiness Shri Shivayogi Murughendra Swamiji of Athani - a doyen of social cause. Apart from the academic excellence, the students of the college wholeheartedly participate in various extension activities. These units are actively involved in college activities as well as the social awareness events outside the college. Extension activities such as Swacchh Bharath Abhiyan, AIDS awareness day, Anti Drugs day, Voters awareness day, Road safety day, Blood donation, Pulse Polio vaccination drive etc are carried out by conducting rallies and street plays. Regular health check up camps are organised in association with KLE Medical College, Belagavi for students and locals. NSS unit of the college has adopted Sankonatti, Nadi Ingalagaon, Katageri, Gundewadi of Belagavi district where volunteers perform all the above mentioned activities. During this natural disaster, all the units and departments of the college joined hands together for this humanitarian cause. Continuing their services to the society NCC, NSS and YRC units distributed face masks to the public and also launched the vaccination drive in the campus.

In sensitizing the students to several social issues, various

departments of the college organise and conduct extension activities to promote unity and harmony with neighbourhood communities.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

17

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

1030

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

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

05

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

05

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

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.

The campus comprises of lush green gardens, main building, library building, an auditorium, gymkhana, a playground, guest house, staff quarters and girls hostel. Faculty members and students are benefited from this facility.

The laboratories of science departments are well equipped with instruments like compound microscopes, Laminar Airflow, Incubator, Digital water analysis kit, digital pH meter, potentiometer, conductometer, colorimeter, mini quartz distillation unit, spectrophotometer, refractometer, hot air oven etc,. The departments allow the students to utilise the departmental desktops and library whenever required.

The library of the college is also well equipped and well furnished. Membership of N-LIST (INFLIBNET), e-Shodha Sindhu, World e-Book Library (WEL), National Digital Library (NDL), South Asia Archives (SAA) and various other e-resources is regularly updated and provided free of cost to both faculty and students. The library is also equipped with 61 educational CDs and DVDs, 1,99,500 e-books and more than 6000 e-journals. From the academic point of view, the college organises orientation, conference, workshops, seminars, special lecture, cultural events and various training programmes in the auditorium.

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

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

Apart from the curriculum, sports play a major role in holistic development of students. At the beginning of the academic year, the IQAC constitutes cultural and sports committee along with student representatives.

Throughout the year, cultural activities are relished and thoroughly enjoyed by faculties and students. On the orientation day, the students are made aware of the cultural activities of the college. Over the last five years, students have represented the college in various inter- collegiate, youth festival, zonal and state level competitions. In this way college facilitates the students with genuine interest in cultural activities. In this manner the department of Physical Education not only concentrates on the physical wellbeing of the students but also on their mental health. Over the years, many students have benefited from these facilities and have brought many laurels to the college.

Adhering to the vision and mission of the college, equal importance is also given to the mental aesthetics of the students. The physical education director of the college conducts these camps which helps the students to overcome academic and mental stress.

Since the inception of the college, cultural and sports activities have been an integral part along with the academic curriculum.

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

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

28

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

28

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

6,03,374.73

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The central library of the college was established in the year 1968. The presence of digital library with internet connectivity enables the students to browse and keep up with their curriculum. The library quite enthusiastically organises National Library Day, World Book Day and Book Exhibitions.

In the year 2014, college library installed Integrated Library Management System developed by AarGees Business Solutions, Hubli.

The library subscribes to N-List (INFLIBNET) which facilitates students and faculty.

Library has 12 - computers, 01 - Printer, 01 - Photocopy machine, 01 - Barcode scanner, 01 - barcode printer, 01 - Laminator.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

146948

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

190

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Currently, the college has 60 computers, 30 printers, 14 LCD projectors, 10 scanners, 10 photocopy machines, 1 smart board, 150 CDs and DVDs. For security and surveillance purpose, the college has installed 32 CCTVs.

With this amount of IT infrastructure, the college maintains and updates these facilities annually and routinely. The college administrative office uses software's like Theorem Technology and Tally for admissions and other office related works.

The college gives top most priority for computer based education.

As mentioned earlier, the college is Wi-Fi enabled friendly campus with an internet connectivity of 100 mbps speed. For the better experience of internet facility, recently it is updated from 100 Mbps to 300 Mbps buffering speed.

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

4.3.2 - Number of Computers

72

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution **A. ? 50MBPS**

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

31,41,971.00

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The college has well established decentralized management system. The IQAC has constituted various committees which regularly monitors and maintains the facilities of the college. The office staff in the college, maintains a stock register which documents the necessary requirements for the smooth functioning of college. Hardware and software are maintained by external agencies through Annual Maintenance Contract (AMC), some are maintained by skilled staffs of the college and some of them are maintained by external agencies on demand as per the need.

Procedures for maintaining and utilizing physical, academic and support facilities:

The college campus is spread across 33.15 acres of land and the main campus is situated in the middle. If needed, the hardware is also checked and repaired by external agencies.

Maintaining and Utilization of Laboratories:

All the three programmes of the college make use of laboratories. The supporting staffs of the department with help of lab instructors make sure that the equipments and instruments are well maintained and properly hygiened. The Science departments maintain a stock register for maintaining a list of instruments and equipments and other necessary items used in the labs. The departments of Mathematics, Computer Science and English each have their laboratories with a dedicated supporting staff. The playground is maintained with the help of supporting staff of the college and students. The college has 14 departments and 27 spacious classrooms with proper infrastructure.

Hence, the college has a well established systems and procedures for maintaining and utilising physical, academic and supporting facilities.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1127

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

00

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

C. 2 of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

392

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

392

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

14

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

22

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | No File Uploaded |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

00

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |

5.3 - Student Participation and Activities

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

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) during the year.

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

Facilitating students' representation and engagement in various administrative, co-curricular, and extracurricular activities is essential for fostering a sense of belonging, empowerment, and leadership among the student body.

The college provides ample opportunity to the students in administrative, co-curricular and extracurricular activities. On the Orientation day, the Principal makes it abundantly clear that the college strongly supports the participation of students in various academic and non academic bodies of the college. The students' representatives help the faculties in various ways from conducting events and functions, organising conferences and seminars and also encourage and motivate other students to participate in academic activities of the college. Cultural association, Literary association, Science association, Social Science association, Commerce association, Sports association, Eco club, NCC, NSS and YRC are some of the associations where students and their representatives conduct various events. In co-curricular events like Inaugural function (College Union, Gymkhana activities), Commerce Fest, Science Fest, Youth Fest etc, students participation can be seen abundantly.

By facilitating students' representation and engagement in various activities, institution empowers students to become active participants in their own education, develop important life skills, and contribute positively to the campus community. This collaborative approach strengthens the overall educational experience and promotes a sense of ownership and pride among

students.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

16

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

The college has produced exceptional alumni since its inception in 1968. The college maintains regular contact with its alumni through college alumni association. The alumni of the college are located all around the world in various sectors like industries, education, armed and police forces, self employed sectors etc. The executive committee meet is held twice in a year and the alumni meet (general body meeting) is held once in a year. Any financial assistance by the alumni to the college is maintained through a separate bank account which is monitored by the Treasurer. The NCC and NSS units of the college take pride in their alumni.

Over the years, the alumni of the college at several instances have assisted financially. Therefore alumni association helps and

provides the needful to the welfare of the college.

Overall, the institution's registered Alumni Association actively engages and supports the institution which plays a crucial role in its long-term success and sustainability. By leveraging the collective expertise, resources, and networks of its alumni community, the institution continues to thrive, innovate, and make a positive impact on society.

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

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

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

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

The governance of an institution being reflective of and in tune with its vision and mission is fundamental to its success and effectiveness.

The college was mainly established to impart value based education to rural students. Adhering to the vision and mission, the college organises and engages students in various curricular, co-curricular and extracurricular activities. The college creates a holistic environment to students through various events. Students are encouraged to participate in numerous academic activities like class seminar, group discussion, peer teaching etc. Keeping up with the competitive atmosphere, students are motivated to engage in co-curricular and extracurricular activities. Apart from the rigorous academic activities, students are also involved in extension activities which develops ones personality towards

humanitarian causes. The NCC and NSS units of the college always promote the students to take up social responsibilities by exhibiting leadership quality. To cope up with the global scenario, various departments of the college regularly conduct certificate courses which provide them a platform of self employability.

Thus, the governance of the institution is student centric and upholds the vision and the mission of the institution in an effective manner. In conclusion, governance is reflective of and in tune with the vision and mission of the institution is essential for its long-term success, sustainability, and impact. By ensuring that governance structures, practices, and decisions are aligned with its core values and aspirations, the institution can effectively fulfill its educational mission and achieve its desired outcomes.

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

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

The Institution was established in 1968. Since then, the structure of the Institution has remained participative and decentralized. There is a permanent Principal in the Institution. There is also a post of Vice Principal in the Institution. In the absence of the principal, vice principal is given the charge. In the absence of both, two to three senior faculties in a specific hierarchy are given charges to handle the administrative and academic jobs of the Institution.

The principal is authorized to take any decision for the welfare of the students and the Institution. The members of the KLE Society always supports the decisions taken by the principal for the smooth running of the Institution. They are informed of the important decisions taken and their formal and informal approvals are taken as the case may be.

In the meetings with the member of the KLE Society, the Principal gives the reports of the administrative and academic activities of the Institution. The KLE Society has always favored the decisions

taken for the development of the students and the Institutions.

The Heads of the various Departments are authorized to decide the workloads, distribution of periods, distribution of topics to teach and distribution of papers for assessment among faculties in their respective departments. The Heads of the Departments are also authorized to order books of their respective subjects for the College library as per the budget allocated. While ordering the books, the Head of the Department confides the other faculties of their departments.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has many effective strategic plans for both students and faculty. A Research Cell is established which is responsible for promoting research culture in the college. The Principal and the Co-ordinator of the research cell urge and motivate the faculty members to publish research articles in reputed journals and also to apply for minor/major research projects. If required, financial assistance is provided to the faculty members towards research and publication.

Student centric research culture/ activities:

The affiliating university through its syllabi has introduced aspects of research in UG programmes. Through the Research Cell, advanced learners are encouraged and motivated to participate and present papers of their respective subjects in national and international seminars and conferences. The college organises various research based activities which provide a platform for the students. Activities such as national seminars and conferences, academic and research talks by experts, competitions etc, always find a place in academic calendar of events.

Faculty centric research culture/ activities:

The Research Cell updates the faculties on notifications regarding various minor/major projects, seminars, conferences and workshops.

Similarly, faculties are encouraged to attend Faculty Development Programme to enhance their teaching and research skills. The college is concentrating on building a holistic atmosphere of research to both students and faculties and is making sincere efforts in achieving it.

By following these practices and principles, institutions has effectively deployed their strategic andperspective plans, maximize theimpact, and achieve sustainable success in pursuit of themission and vision of the institution.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

The effective functioning of institutional bodies under the KLE Society is critical for ensuring smooth operations, adherence to policies, and efficient administration.

Karnataka Lingayat Education (KLE) Society, Belagavi is the main governing body of the institution. The organizational structure of the college is made up of three tiers- KLE Society, Local Governing Body (LGB) and Academic and Administrative departments. The society runs and administers the college through the LGB. The Principal of the college acts as the Member Secretary of LGB. This body functions effectively and helps in assisting the administrative machinery of the college. The Principal and IQAC function together for the effective administration of the college. The IQAC constitutes various academic committees in accordance with college activities. For effective and efficient administration, the college forms an internal Academic and Administrative Audit (AAA). The HODs and the faculty members of the respective departments plan and adjust their departmental activities according to this academic calendar. The college practices strict and transparent promotion policies as per the guidelines of the affiliating university and the society. Under the Career Advancement Scheme (CAS), the affiliating university promotes the faculty members based on their API. The

administrative staffs of the college are promoted on the basis of seniority and reservation norms laid by the Govt. of Karnataka. Appointments are done as per the service rules laid down by the University Grants Commission and Karnataka Civil Service Rules are followed accordingly.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | chrome-extension://efaidnbmninnibpcajpcglcl_efindmkaj/https://klessmscollege.edu.in/Orq/6.2.2%20-%20Orgonogram.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning)Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The management of KLE society has several welfare measures for all academic and administrative employees. The college teaching and non teaching permanent staffs are eligible for these welfare measures.

Institution initiated welfares schemes:

1. Staff Co-Operative Society Ltd, Athani is functioning in the

college for meeting the financial needs of the staff. Financial products and services are affording at an affordable rate of interest.

Sl. No

Name of the scheme

Facilty/Amount

1.

Short term loan

25,000 /-

1.

Long term loan

2,00,000 /-

1. Institution provides accommodation to the staff members in the quarters of the college campus.
2. Canteen facilities are provided to the staff at a subsidized rate.
3. Free uniform is supplied to non-teaching staff and security men.
4. Gymnasium is available for the staff to maintain their physical fitness
5. All the staff members are entitled to avail KLE Health care facility. Free medical checkup is also available in the health care center of the campus.
6. Maternity Leave is given to female staff members for 180 days to safeguard the interest of the mother immediately before and after the childbirth.

All the above mentioned welfare measures by the college and the management help in improving the well being of the staff.

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

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

15

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

00

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

05

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Implementing a performance appraisal system for teaching and non-teaching staff is essential for ensuring accountability, continuous improvement, and alignment with institutional goals.

The college facilitates the professional growth and enrichment of the staff by implementing an effective Performance Appraisal System. A meticulous system of performance appraisal is adopted by the college by constituting a Feedback Committee which mainly focuses on:

1. Teaching and learning
2. Co-curricular activities
3. Research activities
4. Extension activities.
5. Behavioral etiquettes

The college has the following method to evaluate the performance appraisal for teaching and non teaching staff:

At the end of the academic year, the performance of the faculty members is assessed by the respective HODs. At the time of farewell function, exit-feedback is taken from the final year students to assess their overall experience in the college. After collecting and analysing the feedback, faculties with poor and satisfactory performances are called individually by the Principal who suggests necessary steps of improvement and appreciates those with excellent performances. For the non-teaching staff, the Principal and the Office Superintendent assess their performance based on the work efficiency and behavioural etiquettes. Thus, the college practices a robust performance appraisal system which enhances the overall improvement of the college.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The accounts of the College are audited regularly by a qualified and certified chartered accountant. The Department of Collegiate Education also carries out the financial audit of the college.

The college follows a separate mechanism if any objections are raised by the auditors. The college attends each of these

objections. However, there have been no serious observations raised in any of the audits.

Mechanism for Settling Audit Objections: Upon completion of audits, any objections or discrepancies identified are addressed through a structured process. This typically involves:

1. **Review and Analysis:** Audit findings are reviewed and analyzed by management and relevant stakeholders to understand the nature and scope of the issues identified.
2. **Corrective Action Plan:** A corrective action plan is developed to address audit objections, outlining specific steps, responsibilities, timelines, and resources required for resolution.
3. **Implementation:** The corrective action plan is implemented, with close monitoring to ensure timely and effective resolution of audit objections.
4. **Follow-up and Verification:** Progress on implementing corrective actions is periodically reviewed and verified to confirm resolution of audit objections.
5. **Documentation:** Comprehensive documentation of the audit process, findings, corrective actions, and resolutions is maintained for transparency, accountability, and future reference.

By conducting regular internal and external financial audits and implementing robust mechanisms for settling audit objections, institution demonstrates a commitment to financial integrity, transparency, and accountability.

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

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

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

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| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The availability of funds is a component element in the growth of any institution. Therefore, the mobilisation of fund is an integral part of the college. The Principal and the IQAC assess the financial conditions of the college along with the funds received from various agencies. Since the college has a strong alumni association, much of the developing activities have been utilised by the funds received through our proud alumni. In one of the annual general body meeting of alumni association, it was expressed by the alumni to improve the research culture in the college. The funds collected in alumni association are utilised to motivate poor meritorious students from these sections by providing them monetary assistance. Furthermore, to enable the maximum utilization of ICT based teaching learning process, funds from the alumni association are sustainably used to equip the college with computers. Since the college is on the path of a healthy sustainable and eco-friendly campus, the association extended its financial assistance by providing a UPS inverter which is installed in the IQAC room. In this manner, the college strategically uses and mobilises the fund in an effective way.

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

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

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and

processes within the institution. Through its proactive efforts and dedicated initiatives, the IQAC has significantly contributed to enhancing the overall quality of education and academic excellence.

Firstly, the IQAC has facilitated the development and implementation of comprehensive quality assurance policies, frameworks, and guidelines tailored to the institution's unique needs and objectives. These policies encompass various aspects of academic and administrative functioning, including curriculum design, teaching methodologies, assessment practices, infrastructure, and student support services.

Secondly, the IQAC has spearheaded the establishment of systematic mechanisms for monitoring, evaluation, and continuous improvement of quality standards across all academic and non-academic activities. This includes conducting regular internal audits, self-assessments, feedback mechanisms, and peer reviews to identify areas for enhancement and address gaps in performance.

Furthermore, the IQAC has played a key role in promoting a culture of quality consciousness, professionalism, and accountability among faculty, staff, and students. Through capacity building initiatives, training programs, workshops, and awareness campaigns, the IQAC has empowered stakeholders to take ownership of quality assurance processes and actively contribute to institutional excellence.

Overall, the IQAC's relentless commitment to promoting quality assurance has fostered a culture of continuous improvement, innovation, and excellence within the institution, positioning it as a leader in delivering high-quality education and services to its stakeholders.

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

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

The institution's regular review of its teaching-learning

processes, operational structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC) is a crucial aspect of its commitment to continuous improvement and excellence in education. The IQAC, established as per norms, serves as a dedicated body responsible for overseeing quality assurance initiatives and driving incremental improvements across various activities.

Periodic reviews conducted by the IQAC involve a comprehensive assessment of the effectiveness, efficiency, and impact of teaching-learning processes and operational methodologies. This includes evaluating curriculum relevance, pedagogical approaches, assessment methods, student support services, infrastructure facilities, and faculty development initiatives.

The IQAC utilizes a range of evaluation tools and techniques, such as internal audits, feedback mechanisms, student surveys, peer reviews, and academic assessments, to gather relevant data and insights into the performance of various activities. Based on the findings of these reviews, the IQAC identifies areas for improvement and formulates action plans to address identified deficiencies and enhance overall quality.

Importantly, the IQAC ensures that improvements are incremental and sustainable, focusing on gradual enhancements that align with the institution's long-term goals and strategic priorities. Progress and achievements resulting from these improvement efforts are systematically documented and recorded, providing a transparent record of the institution's continuous quality enhancement journey.

By leveraging the insights and recommendations provided by the IQAC, the institution is able to adapt and evolve its teaching-learning processes, operational structures, and methodologies to meet the evolving needs and expectations of its stakeholders.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC);

B. Any 3 of the above

Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

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 year

In the academic year 2022 - 23, the institution took significant measures to promote gender equity, recognizing the importance of fostering an inclusive and diverse environment. One key initiative involved implementing gender-sensitive policies and practices across various aspects of the organization.

The college has and is always sensitive and empathetic towards social problems pertaining to the students taking admission to the college. The college has committees for safety and security of students in the campus. On the Orientation Day, the Principal and the IQAC Co-ordinator inform the students on the various events and committees related to the safety and security. The college has installed suggestion and complaint boxes through which students can suggest and register their complaints. In addition to this, the college seriously takes note of maintaining discipline across the campus through various committees and cells like Prevention of Sexual Harassment Cell and Anti - Ragging Cell.

a. Safety and Security

Safety and Security of the girl students, female faculties and

support staff is of paramount importance to the college.

b. Counselling

At the time of admission, students are individually counselled by the admission committee regarding the scope of programmes offered by the college.

Most of the students come from rural areas with diverse socio-economic backgrounds, out of which more than sixty percent are girl students which in turn motivates the college to support their educational endeavours.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://klesssmscollege.edu.in/Criteria/150.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has implemented comprehensive waste management facilities to address various types of waste, promoting sustainability and environmental responsibility. For solid waste management, the institution has established segregated waste collection bins across its premises, facilitating the proper

disposal of degradable and non-degradable waste.

In terms of liquid waste management, the institution employs efficient sewage treatment plants to treat wastewater before discharge. The treatment process ensures the removal of contaminants, safeguarding water quality. Effluent from laboratories and other facilities is carefully treated to meet environmental standards.

Biomedical waste generated within the institution, including medical laboratories and healthcare facilities, undergoes specialized management. Segregation, proper packaging, and disposal through licensed biomedical waste handlers are integral components of the institution's biomedical waste management system.

To address the growing concern of electronic waste (e-waste), the institution has established e-waste collection points. These areas facilitate the safe disposal and recycling of electronic equipment, preventing harmful substances from entering landfills and promoting the reuse of valuable resources.

The institution actively participates in a waste recycling system, collaborating with recycling agencies to process materials like paper, plastic, and glass. This initiative reduces the environmental impact of waste and contributes to the conservation of resources.

For hazardous chemicals and radioactive waste management, the institution strictly adheres to regulatory guidelines. Specialized storage, handling, and disposal procedures are in place to manage these potentially harmful materials safely. The institution ensures compliance with relevant laws and regulations to protect both the environment and human health.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **B. Any 3 of the above**

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

- 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**

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | No File Uploaded |
| Any other relevant documents | View File |

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following **1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms.

D. Any 1 of the above

Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

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 200 words).

The institution is committed to fostering an inclusive environment that celebrates diversity across various dimensions. Efforts to promote tolerance and harmony extend to cultural, regional, linguistic, communal, socioeconomic, and other diversities. The institution actively encourages a welcoming atmosphere through

initiatives such as cultural exchange programs, where students and staff from diverse backgrounds share their traditions, customs, and experiences.

The alumni of the college consist of various students who have joined the Indian Armed Forces. The college celebrates various National Commemorative days, on these days; the college felicitates the students who have joined the armed forces. Various skits and dance are performed on the relevant occasion such as Independence Day and Republic Day to showcase the message of harmaony and diversity. Through these events the college creates an environment of communal harmony and tolerance among the students.

Since the college is situated at the North Karnatak and Maharashtra border, the conjugal influence of both Kannada and Marathi (both vernacular languages) can be seen and witnessed in harmony.

Apart from the events and functions organized by the college, various departments organize special lectures, talks etc which promotes a sense of commitments towards the nation, society and an undying responsibility towards humanity at large.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

The institution places a strong emphasis on sensitizing both students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. Regular workshops, seminars, and orientation programs are conducted to instill a deep understanding of the constitution's foundational principles.

These sessions highlight the core values enshrined in the constitution, fostering a sense of civic responsibility, equality, and justice. Students and employees are educated about their fundamental rights, empowering them to exercise these rights

responsibly while respecting the rights of others.

The institution underscores the significance of civic duties, encouraging active participation in democratic processes and community engagement. Through interactive discussions and real-world case studies, individuals are sensitized to the practical application of constitutional obligations in their daily lives.

Moreover, the institution promotes a culture of respect for diversity and inclusion, aligning with constitutional principles. Initiatives such as mock trials, debates, and civic projects provide practical insights into the legal and ethical dimensions of citizenship.

Regular updates on constitutional amendments and legal developments are disseminated to ensure that both students and employees stay informed about their evolving rights and responsibilities. This comprehensive approach to constitutional education aims to produce informed, responsible citizens who contribute positively to society, upholding the values and principles of the constitution in their personal and professional lives.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

A. All of the above

4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | No File Uploaded |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively participates in and organizes a diverse array of Indian national and international commemorative days, events, and festivals, fostering a rich cultural tapestry within its community. On Indian national days such as Republic Day and Independence Day, the institution organizes flag hoisting ceremonies, cultural performances, and educational activities to instill a sense of patriotism and national pride among students and staff.

International events like World Environment Day, Human Rights Day, and International Women's Day are commemorated through awareness campaigns, panel discussions, and collaborative initiatives that highlight global issues and promote a sense of global citizenship.

Cultural festivals like Diwali, Christmas, and Holi are celebrated with enthusiasm, providing students and employees an opportunity to share and appreciate diverse traditions. These celebrations often include cultural performances, traditional cuisine, and interactive activities that promote cross-cultural understanding.

Furthermore, the institution actively participates in social causes during events like International Day of Peace and World AIDS Day, organizing awareness drives, seminars, and community service projects to address pertinent societal issues.

Through these celebrations and commemorations, the institution not only promotes cultural diversity but also emphasizes the importance of social responsibility and global awareness, contributing to the holistic development of its community members and fostering a sense of unity in diversity.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

I BEST PRACTICE

1. Title of the Practice : EDUCATION BEYOND CLASSROOM

2. Objective of the Practice: KLE Society's SSMS introduces "Education Beyond the Classrooms" to enhance education by diversifying beyond the standard curriculum. The goal is to pinpoint effective teaching methods beyond traditional classroom settings and encourage inventive knowledge-building approaches.

3. The Context: The initiative operates within the framework of KLE Society's SSMS, extending education beyond conventional boundaries.

4. Practice: Implemented through professional certifications, outbound learning, internships (corporate and social sectors), community outreach, discipline associations, forums, and sports.

5. Evidence of Success: This holistic approach yields numerous advantages, promoting a well-rounded educational experience and fostering innovative thinking and skills development among students.

II Best Practice

Title of the Practice: Promotion of Environmental Consciousness and making the Campus a Green Belt Zone

2. Objective of the Practice: Identifying and controlling the institution's environmental impact, establishing waste disposal

procedures, reducing energy consumption, and educating stakeholders for active environmental protection.

3. The Context: Dedicated to cultivating environmental consciousness, the institution aims to transform its campus into a green belt zone through shared responsibility. Objectives involve identifying and controlling environmental impact, waste disposal, energy reduction, and stakeholder education.

4. Practice: By joint effort of the principal, all departments and IQAC of the institution to make the campus eco -friendly and a green belt zone

5. Evidence of Success: Successful evidence includes botany classes, a "Swachh Bharat" program, botanical gardens, and environmental audits.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

PROMOTION OF SPORTS & CULTURE

At KLE Society's SSMS College, sports and cultural activities are prioritized to enhance student development. The institution provides state-of-the-art infrastructure, organizes inter-collegiate competitions, celebrates cultural festivals, and offers coaching camps. The college also emphasizes the educational potential of games, preparing students for the gaming industry. They are provided state-of-the-art sports and cultural infrastructure, organize inter-collegiate competitions, and celebrate cultural festivals. Coaching camps are offered during summer holidays, focusing on skill development in various sports and providing specialized coaching sessions. Collaborations with sports associations and academies create opportunities for student athletes to excel in academics and sports. The college also organizes camps for students in netball to foster sports growth among the younger generation which is reflected in increasing number of University Blues that the college has secured. Through collaboration and resource-sharing, the institution aims to make a

positive impact on education and community development. They have a college Gymkhana to prioritize physical fitness and well-being. Inclusivity is promoted in camps, clubs, and associations. Scholarships and integration of sports and culture in the academic curriculum further encourage student participation. The college aims to nurture well-rounded individuals who appreciate physical fitness, artistic expression, and cultural diversity, and who can contribute meaningfully to society.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

To ensure the effective curriculum delivery, IQAC drafts the calendar of events of the college at the beginning of the academic year. In turn, the HODs conduct departmental meeting along with the faculty members to prepare the departmental calendar of events which gives out properly planned road map for effective delivery of curriculum. The faculty members of the college who are members of the BOS attend the meetings at the university and give suggestions to the enrichment of the curriculum. In case of any lacunae in the prescribed syllabus, the concerned faculty through the feedback obtained from the stakeholders, the same is intimated to the concerned Board of Studies.

The planning process is varied for each department as the nature of courses and programmes vary a lot. Departments plan their certificate courses as per the needs like skill development, content addition, employability enhancement, soft skills, life skills and global competence. With working MoUs, activities like student and faculty exchanges, field visits and guest lecture series also find place in effective curriculum delivery.

As a practice, mid semester review is taken at departmental level and semester end review of curriculum delivery by IQAC. Thus the institution's process of curriculum delivery is well planned and well documented and hence very effective as reflected in its results.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Based on the calendar of events of the affiliating university, the IQAC prepares the calendar of events of the college at the beginning of the year. It includes various timelines such as dates of beginning and end of academic session, mid semester breaks, sports and cultural events, dispersal of classes, preparatory leave, and tentative dates of IA test held on the eighth and twelfth week of each semester.

The departmental calendars also include proposed seminars/conferences/workshops, educational trips, project work, and other academic activities for the session. At the beginning of the session, the departments allocate syllabus contents to the faculty members. To ensure timely completion of syllabus, teaching plan of each teacher is obtained in advance and information of syllabi covered every month is sought thereafter.

Students have access to internal assessment and attendance records online through UUCMS. The Internal Assessment Committee of the college ensures that marks are uploaded timely on the university portal. Compliance to the departmental academic calendar is verified through an academic audit conducted by the IQAC at the end of every semester for all departments.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | View File |
| Link for Additional information | Nil |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

13

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

439

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The institution places a strong emphasis on integrating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. This integration is essential for nurturing well-rounded individuals who are not only proficient in their respective fields but also conscious of their ethical responsibilities and the broader societal impact of their actions.

The college with its vision of transformational education takes effort to integrate the issues such as gender, environmental and sustainability etc. Students of all three programs have to take these courses from semester I to IV. In this particular course, students are made aware of the sensitive issues like global warming, green house effect, pollution and other environmental effects.

- Green Campus
- Swacch Bharath Abhiyan
- Plastic Free Campus
- Tobacco Free Campus
- Every Thursday, the college observes 'Vehicle Free Day'.
- Medicinal Garden
- Installation of Bird Feeders
- Me and My Plant

Professional Ethics:

The college enthusiastically integrates the values of ethics through curricular and extracurricular activities. Courses such as Kannada, English, Hindi, Political Science, History and Sociology integrate human values such as universal brotherhood, equality, patriotism, fraternity and respect towards each other, responsibility and accountability among students. Following are the programs organised:

- International Women's Day
- 'Beti Bachavo Beti Padhavo'
- Soundarya - Cosmetology Workshop
- Campaign for 'Save Girl Child'

Thus all the undergraduate student population has introductory exposure to Gender Equality, Environment and Sustainability, Human Values and Professional Ethics.

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

03

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

185

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students Teachers Employers Alumni**

A. All of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | No File Uploaded |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

600

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

345

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

The institution is committed to providing tailored support for students across a spectrum of learning levels, ensuring that each individual has the opportunity to thrive academically. To achieve this, the institution implements a comprehensive assessment system that gauges the learning levels of students across various subjects and skills.

For advanced learners, special programs are designed to offer enrichment opportunities that extend beyond the standard curriculum. These programs may include advanced coursework, research projects, mentorship opportunities, or participation in specialized competitions and conferences. Additionally, advanced learners may benefit from accelerated pathways that allow them to delve deeper into their areas of interest and pursue more challenging coursework.

On the other hand, for slow learners, the institution organizes specialized programs aimed at providing targeted support and interventions to address their specific learning needs. These programs may involve additional tutoring, small group instruction, modified assignments, or alternative teaching strategies tailored to accommodate diverse learning styles. The goal is to scaffold their learning effectively, provide ample opportunities for practice and reinforcement, and help them progress at a pace that is conducive to their individual learning journey.

By offering specialized programs for both advanced and slow learners, the institution promotes inclusivity, equity, and academic excellence for all students, regardless of their starting point or pace of learning. This personalized approach ensures that each student receives the support and resources they need to reach their full potential.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1035 | 49 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

The institution employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enrich learning experiences and foster deeper understanding among students.

Experiential learning engages students in hands-on activities, real-world simulations, and immersive experiences that allow them to apply theoretical knowledge to practical situations. Whether through internships, fieldwork, laboratory experiments, or project-based learning, students gain valuable insights and develop critical thinking skills by actively participating in their own learning process.

Participative learning emphasizes collaboration, discussion, and active engagement among students. Through group projects, debates, case studies, and peer-to-peer learning activities, students learn from each other's perspectives, share ideas, and collectively problem-solve, fostering a dynamic learning environment that encourages active participation and knowledge exchange.

Problem-solving methodologies encourage students to analyze complex problems, generate creative solutions, and apply analytical skills to real-world challenges. By presenting students with authentic problems relevant to their field of

study, instructors empower them to think critically, think innovatively, and develop practical solutions, preparing them for the complexities they may encounter in their future careers.

By integrating these student-centric methods into the curriculum, the institution cultivates a learner-centered approach that prioritizes active engagement, critical thinking, and practical application of knowledge, ultimately enhancing the overall learning experiences and outcomes for students.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Teachers leverage ICT (Information and Communication Technology) enabled tools to facilitate an effective teaching-learning process. These tools encompass a wide range of digital resources and platforms designed to enhance pedagogy, engage students, and optimize learning outcomes.

ICT-enabled tools include multimedia presentations, interactive whiteboards, educational software, and educational apps. These tools offer dynamic and visually stimulating content that caters to diverse learning styles, making complex concepts more accessible and engaging for students.

Furthermore, ICT tools enable teachers to personalize instruction, track student progress, and provide timely feedback. Through online assessments, quizzes, and interactive exercises, teachers can gauge student understanding in real-time and tailor instruction accordingly, addressing individual learning needs effectively.

Moreover, ICT tools facilitate collaborative learning experiences, allowing students to collaborate on projects, share resources, and communicate with peers and instructors seamlessly. This fosters a collaborative and interactive learning environment that promotes knowledge sharing, critical thinking, and teamwork skills essential for success in the

digital age.

Overall, the integration of ICT-enabled tools enhances teaching effectiveness, promotes student engagement, and empowers learners to actively participate in their educational journey, preparing them for success in an increasingly technology-driven world.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | Nil |

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

2.3.3.1 - Number of mentors

42

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | No File Uploaded |
| mentor/mentee ratio | No File Uploaded |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

49

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

294.22

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The mechanism of internal assessment within the institution is characterized by transparency and robustness, ensuring fairness and accuracy in evaluating student performance. This assessment process is conducted with a predetermined frequency and employs various modes to comprehensively gauge students' understanding and progress.

Firstly, the frequency of internal assessments is carefully planned to provide regular feedback on student learning. These assessments may occur at specific intervals throughout the academic term, such as weekly quizzes, mid-term exams, or end-of-term assessments. This regularity allows for ongoing monitoring of student progress and enables timely intervention if needed.

Secondly, the modes of assessment employed are diverse and aligned with the learning objectives of each course. These may include written exams, oral presentations, project submissions, practical demonstrations, and portfolio assessments. By incorporating multiple modes of assessment, students are given opportunities to demonstrate their knowledge, skills, and competencies in various formats, accommodating different learning styles and preferences.

Importantly, the institution ensures transparency in the assessment process by clearly communicating assessment criteria, expectations, and grading rubrics to students. Additionally, mechanisms for providing feedback on assessment results are established, allowing students to understand their strengths and areas for improvement.

Overall, the transparent and robust mechanism of internal assessment, characterized by its frequency and diverse modes, supports student learning and growth while upholding standards of fairness and accountability within the institution.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

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

The college adopts a meticulous system of continuous internal evaluation. The examination committee conveys the schedule of conducting internal assessment exams to the HODs. The first and second Internal Assessment (IA) tests are conducted in the eighth and twelfth week of the semester. Internal Assessment (IA) blocks and seating arrangements, list of supervisors, distribution and collection of answer sheets is the responsibility of examination committee of the college. Each department maintains an internal assessment register which documents the progress of the student. The final IA mark list prepared by the concerned departments is submitted to the examination committee and the same displayed on the notice board and signature of the students is obtained and is then uploaded on the university examination portal - UUCMS

Along with IA tests, methods like assignments, group discussions, class seminars, project work etc., are an integral part of internal assessment. By implementing these elements, the institution creates a robust and responsive mechanism to address internal examination-related grievances in a transparent, time-bound, and efficient manner.

| File Description | Documents |
|---------------------------------|---------------------------|
| Any additional information | View File |
| Link for additional information | Nil |

2.6 - Student Performance and Learning Outcomes

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

The institution acting on the guidelines of the affiliating university is actively promoting the understanding and integration of program and course outcomes among faculty and students. To enhance faculty awareness, the university organizes workshops, emphasizing the importance of aligning teaching methodologies with the specified outcomes. At the institutional level, the Internal Quality Assurance Cell (IQAC) provides valuable suggestions to departments at the beginning of each academic year, encouraging the seamless integration of program and course outcomes into the teaching-learning process. These outcomes are easily accessible on the college website, ensuring transparency.

During the Orientation Program, faculty members engage with students, discussing and guiding them on the significance of program and course outcomes. Furthermore, the college leverages the experiences of recognized alumni, inviting them to specific events and meetings. Alumni share firsthand experiences on how various courses played a pivotal role in shaping their careers, providing tangible examples of the outcomes in action.

In response to the evolving educational landscape, the affiliating university has embraced the National Education Policy (NEP) introduced in the academic year 2021-22. This forward-looking policy framework allows for the effective and meticulous framing of program and course outcomes, contributing significantly to the overall enhancement of the quality of the teaching-learning process. Through these concerted efforts, the college is fostering a learning environment where both faculty and students are well-informed and aligned with the intended educational outcomes.

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |
| Upload COs for all courses (exemplars from Glossary) | View File |

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

The college is committed to fostering the holistic development of its students, employing various effective strategies to achieve Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (Cos). Adhering to the guidelines set by the affiliating university, the college conducts both internal assessment examinations and end-semester examinations. This continuous evaluation allows for a comprehensive assessment of students' academic progress, serving as a benchmark for their readiness for higher education.

Understanding the importance of employability, the college goes beyond conventional academics. It provides students with practical skills through certificate courses aligned with industry demands, ensuring they are well-prepared for the job market. Additionally, the college promotes a culture of

research by guiding students in various departments to undertake project works on relevant topics. Financial assistance is extended to students to participate in conferences and seminars at the international, national, and state levels, fostering a research-oriented mindset.

To gauge students' comprehension of the curriculum, the college employs a multiple feedback system at regular intervals. This iterative feedback process aids in evaluating the effectiveness of teaching methods and curriculum delivery, ensuring that students are not only academically proficient but also equipped with practical skills and a research-oriented mindset, contributing to their overall development.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

295

| File Description | Documents |
|--|---------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://klesssmscollege.edu.in/Criteria/148.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

| 3.1 - Resource Mobilization for Research | |
|---|---------------------------|
| 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 00 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |
| 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year | |
| 00 | |
| File Description | Documents |
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |
| 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year | |
| 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year | |
| 03 | |

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

05

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

09

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

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

Extension activities in the neighborhood community aimed at sensitizing students to social issues play a crucial role in

their holistic development. These activities offer opportunities for students to engage with real-world problems, develop empathy, and cultivate a sense of social responsibility.

The college is named after His Holiness Shri Shivayogi Murughendra Swamiji of Athani - a doyen of social cause. Apart from the academic excellence, the students of the college wholeheartedly participate in various extension activities. These units are actively involved in college activities as well as the social awareness events outside the college. Extension activities such as Swacchh Bharath Abhiyan, AIDS awareness day, Anti Drugs day, Voters awareness day, Road safety day, Blood donation, Pulse Polio vaccination drive etc are carried out by conducting rallies and street plays. Regular health check up camps are organised in association with KLE Medical College, Belagavi for students and locals. NSS unit of the college has adopted Sankonatti, Nadi Ingalagaon, Katageri, Gundewadi of Belagavi district where volunteers perform all the above mentioned activities. During this natural disaster, all the units and departments of the college joined hands together for this humanitarian cause. Continuing their services to the society NCC, NSS and YRC units distributed face masks to the public and also launched the vaccination drive in the campus.

In sensitizing the students to several social issues, various departments of the college organise and conduct extension activities to promote unity and harmony with neighbourhood communities.

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

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

17

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

1030

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

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

05

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

05

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

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.

The campus comprises of lush green gardens, main building, library building, an auditorium, gymkhana, a playground, guest house, staff quarters and girls hostel. Faculty members and students are benefited from this facility.

The laboratories of science departments are well equipped with

instruments like compound microscopes, Laminar Airflow, Incubator, Digital water analysis kit, digital pH meter, potentiometer, conductometer, colorimeter, mini quartz distillation unit, spectrophotometer, refractometer, hot air oven etc,. The departments allow the students to utilise the departmental desktops and library whenever required.

The library of the college is also well equipped and well furnished. Membership of N-LIST (INFLIBNET), e-Shodha Sindhu, World e-Book Library (WEL), National Digital Library (NDL), South Asia Archives (SAA) and various other e-resources is regularly updated and provided free of cost to both faculty and students. The library is also equipped with 61 educational CDs and DVDs, 1,99,500 e-books and more than 6000 e-journals. From the academic point of view, the college organises orientation, conference, workshops, seminars, special lecture, cultural events and various training programmes in the auditorium.

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

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

Apart from the curriculum, sports play a major role in holistic development of students. At the beginning of the academic year, the IQAC constitutes cultural and sports committee along with student representatives.

Throughout the year, cultural activities are relished and thoroughly enjoyed by faculties and students. On the orientation day, the students are made aware of the cultural activities of the college. Over the last five years, students have represented the college in various inter- collegiate, youth festival, zonal and state level competitions. In this way college facilitates the students with genuine interest in cultural activities. In this manner the department of Physical Education not only concentrates on the physical wellbeing of the students but also on their mental health. Over the years, many students have benefited from these facilities and have brought many laurels to the college.

Adhering to the vision and mission of the college, equal importance is also given to the mental aesthetics of the students. The physical education director of the college conducts these camps which helps the students to overcome academic and mental stress.

Since the inception of the college, cultural and sports activities have been an integral part along with the academic curriculum.

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

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

28

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

28

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

6,03,374.73

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The central library of the college was established in the year 1968. The presence of digital library with internet connectivity enables the students to browse and keep up with their curriculum. The library quite enthusiastically organises National Library Day, World Book Day and Book Exhibitions.

In the year 2014, college library installed Integrated Library Management System developed by AarGees Business Solutions, Hubli. The library subscribes to N-List (INFLIBNET) which facilitates students and faculty.

Library has 12 - computers, 01 - Printer, 01 - Photocopy machine, 01 - Barcode scanner, 01 - barcode printer, 01 - Laminator.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

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

146948

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

190

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Currently, the college has 60 computers, 30 printers, 14 LCD projectors, 10 scanners, 10 photocopy machines, 1 smart board, 150 CDs and DVDs. For security and surveillance purpose, the college has installed 32 CCTVs.

With this amount of IT infrastructure, the college maintains and updates these facilities annually and routinely. The college administrative office uses software's like Theorem Technology and Tally for admissions and other office related works.

The college gives top most priority for computer based education.

As mentioned earlier, the college is Wi-Fi enabled friendly campus with an internet connectivity of 100 mbps speed. For the better experience of internet facility, recently it is updated from 100 Mbps to 300 Mbps buffering speed.

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

4.3.2 - Number of Computers

72

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

31,41,971.00

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The college has well established decentralized management system. The IQAC has constituted various committees which regularly monitors and maintains the facilities of the college. The office staff in the college, maintains a stock register which documents the necessary requirements for the smooth functioning of college. Hardware and software are maintained by external agencies through Annual Maintenance Contract (AMC), some are maintained by skilled staffs of the college and some of them are maintained by external agencies on demand as per the need.

Procedures for maintaining and utilizing physical, academic and support facilities:

The college campus is spread across 33.15 acres of land and the main campus is situated in the middle. If needed, the hardware is also checked and repaired by external agencies.

Maintaining and Utilization of Laboratories:

All the three programmes of the college make use of laboratories. The supporting staffs of the department with help of lab instructors make sure that the equipments and instruments are well maintained and properly hygiened. The Science departments maintain a stock register for maintaining a list of instruments and equipments and other necessary items

used in the labs. The departments of Mathematics, Computer Science and English each have their laboratories with a dedicated supporting staff. The play ground is maintained with the help of supporting staff of the college and students. The college has 14 departments and 27 spacious classrooms with proper infrastructure.

Hence, the college has a well established systems and procedures for maintaining and utilising physical, academic and supporting facilities.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1127

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

00

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

C. 2 of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

392

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

392

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|--|-----------------------------------|
| <p>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p> | <p>A. All of the above</p> |
|--|-----------------------------------|

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

14

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

22

| |
|--|
| |
|--|

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | No File Uploaded |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

00

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |

5.3 - Student Participation and Activities

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

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) during the year.

18

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

Facilitating students' representation and engagement in various administrative, co-curricular, and extracurricular activities is essential for fostering a sense of belonging, empowerment, and leadership among the student body.

The college provides ample opportunity to the students in administrative, co-curricular and extracurricular activities. On the Orientation day, the Principal makes it abundantly clear that the college strongly supports the participation of students in various academic and non academic bodies of the college. The students' representatives help the faculties in various ways from conducting events and functions, organising conferences and seminars and also encourage and motivate other students to participate in academic activities of the college. Cultural association, Literary association, Science association, Social Science association, Commerce association, Sports association, Eco club, NCC, NSS and YRC are some of the associations where students and their representatives conduct various events. In co-curricular events like Inaugural function (College Union, Gymkhana activities), Commerce Fest, Science Fest, Youth Fest etc, students participation can be seen abundantly.

By facilitating students' representation and engagement in various activities, institution empowers students to become active participants in their own education, develop important life skills, and contribute positively to the campus community. This collaborative approach strengthens the overall educational experience and promotes a sense of ownership and pride among students.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the

Institution participated during the year

16

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

The college has produced exceptional alumni since its inception in 1968. The college maintains regular contact with its alumni through college alumni association. The alumni of the college are located all around the world in various sectors like industries, education, armed and police forces, self employed sectors etc. The executive committee meet is held twice in a year and the alumni meet (general body meeting) is held once in a year. Any financial assistance by the alumni to the college is maintained through a separate bank account which is monitored by the Treasurer. The NCC and NSS units of the college take pride in their alumni.

Over the years, the alumni of the college at several instances have assisted financially. Therefore alumni association helps and provides the needful to the welfare of the college.

Overall, the institution's registered Alumni Association actively engages and supports the institution which plays a crucial role in its long-term success and sustainability. By leveraging the collective expertise, resources, and networks of its alumni community, the institution continues to thrive, innovate, and make a positive impact on society.

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

| | |
|---|----------------------------|
| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | D. 1 Lakhs - 3Lakhs |
|---|----------------------------|

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

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

The governance of an institution being reflective of and in tune with its vision and mission is fundamental to its success and effectiveness.

The college was mainly established to impart value based education to rural students. Adhering to the vision and mission, the college organises and engages students in various curricular, co-curricular and extracurricular activities. The college creates a holistic environment to students through various events. Students are encouraged to participate in numerous academic activities like class seminar, group discussion, peer teaching etc. Keeping up with the competitive atmosphere, students are motivated to engage in co-curricular and extracurricular activities. Apart from the rigorous academic activities, students are also involved in extension activities which develops ones personality towards humanitarian causes. The NCC and NSS units of the college always promote the students to take up social responsibilities by exhibiting leadership quality. To cope up with the global scenario, various departments of the college regularly conduct certificate courses which provide them a platform of self employability.

Thus, the governance of the institution is student centric and upholds the vision and the mission of the institution in an

effective manner. In conclusion, governance is reflective of and in tune with the vision and mission of the institution is essential for its long-term success, sustainability, and impact. By ensuring that governance structures, practices, and decisions are aligned with its core values and aspirations, the institution can effectively fulfill its educational mission and achieve its desired outcomes.

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

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

The Institution was established in 1968. Since then, the structure of the Institution has remained participative and decentralized. There is a permanent Principal in the Institution. There is also a post of Vice Principal in the Institution. In the absence of the principal, vice principal is given the charge. In the absence of both, two to three senior faculties in a specific hierarchy are given charges to handle the administrative and academic jobs of the Institution.

The principal is authorized to take any decision for the welfare of the students and the Institution. The members of the KLE Society always supports the decisions taken by the principal for the smooth running of the Institution. They are informed of the important decisions taken and their formal and informal approvals are taken as the case may be.

In the meetings with the member of the KLE Society, the Principal gives the reports of the administrative and academic activities of the Institution. The KLE Society has always favored the decisions taken for the development of the students and the Institutions.

The Heads of the various Departments are authorized to decide the workloads, distribution of periods, distribution of topics to teach and distribution of papers for assessment among faculties in their respective departments. The Heads of the Departments are also authorized to order books of their respective subjects for the College library as per the budget

allocated. While ordering the books, the Head of the Department confides the other faculties of their departments.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has many effective strategic plans for both students and faculty. A Research Cell is established which is responsible for promoting research culture in the college. The Principal and the Co-ordinator of the research cell urge and motivate the faculty members to publish research articles in reputed journals and also to apply for minor/major research projects. If required, financial assistance is provided to the faculty members towards research and publication.

Student centric research culture/ activities:

The affiliating university through its syllabi has introduced aspects of research in UG programmes. Through the Research Cell, advanced learners are encouraged and motivated to participate and present papers of their respective subjects in national and international seminars and conferences. The college organises various research based activities which provide a platform for the students. Activities such as national seminars and conferences, academic and research talks by experts, competitions etc, always find a place in academic calendar of events.

Faculty centric research culture/ activities:

The Research Cell updates the faculties on notifications regarding various minor/major projects, seminars, conferences and workshops. Similarly, faculties are encouraged to attend Faculty Development Programme to enhance their teaching and research skills. The college is concentrating on building a holistic atmosphere of research to both students and faculties and is making sincere efforts in achieving it.

By following these practices and principles, institutions has

effectively deployed their strategic and perspective plans, maximize the impact, and achieve sustainable success in pursuit of the mission and vision of the institution.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

The effective functioning of institutional bodies under the KLE Society is critical for ensuring smooth operations, adherence to policies, and efficient administration.

Karnataka Lingayat Education (KLE) Society, Belagavi is the main governing body of the institution. The organizational structure of the college is made up of three tiers- KLE Society, Local Governing Body (LGB) and Academic and Administrative departments. The society runs and administers the college through the LGB. The Principal of the college acts as the Member Secretary of LGB. This body functions effectively and helps in assisting the administrative machinery of the college. The Principal and IQAC function together for the effective administration of the college. The IQAC constitutes various academic committees in accordance with college activities. For effective and efficient administration, the college forms an internal Academic and Administrative Audit (AAA). The HODs and the faculty members of the respective departments plan and adjust their departmental activities according to this academic calendar. The college practices strict and transparent promotion policies as per the guidelines of the affiliating university and the society. Under the Career Advancement Scheme (CAS), the affiliating university promotes the faculty members based on their API. The administrative staffs of the college are promoted on the basis of seniority and reservation norms laid by the Govt. of Karnataka. Appointments are done as per the service rules laid down by the University Grants Commission and Karnataka Civil Service Rules are followed accordingly.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://klesssmscollege.edu.in/Org/6.2.2%20-%20Orgonogram.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The management of KLE society has several welfare measures for all academic and administrative employees. The college teaching and non teaching permanent staffs are eligible for these welfare measures.

Institution initiated welfares schemes:

1. Staff Co-Operative Society Ltd, Athani is functioning in the college for meeting the financial needs of the staff. Financial products and services are affording at an affordable rate of interest.

Sl. No

Name of the scheme

Facilty/Amount

1.

Short term loan

25,000 /-

1.

Long term loan

2,00,000 /-

1. Institution provides accommodation to the staff members in the quarters of the college campus.
2. Canteen facilities are provided to the staff at a subsidized rate.
3. Free uniform is supplied to non-teaching staff and security men.
4. Gymnasium is available for the staff to maintain their physical fitness
5. All the staff members are entitled to avail KLE Health care facility. Free medical checkup is also available in the health care center of the campus.
6. Maternity Leave is given to female staff members for 180 days to safeguard the interest of the mother immediately before and after the childbirth.

All the above mentioned welfare measures by the college and the management help in improving the well being of the staff.

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

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

15

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

00

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

05

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Implementing a performance appraisal system for teaching and non-teaching staff is essential for ensuring accountability, continuous improvement, and alignment with institutional goals.

The college facilitates the professional growth and enrichment of the staff by implementing an effective Performance Appraisal System. A meticulous system of performance appraisal is adopted by the college by constituting a Feedback Committee which mainly focuses on:

1. Teaching and learning
2. Co-curricular activities
3. Research activities
4. Extension activities.
5. Behavioral etiquettes

The college has the following method to evaluate the performance appraisal for teaching and non teaching staff:

At the end of the academic year, the performance of the faculty members is assessed by the respective HODs. At the time of farewell function, exit-feedback is taken from the final year students to assess their overall experience in the college. After collecting and analysing the feedback, faculties with

poor and satisfactory performances are called individually by the Principal who suggests necessary steps of improvement and appreciates those with excellent performances. For the non-teaching staff, the Principal and the Office Superintendent assess their performance based on the work efficiency and behavioural etiquettes. Thus, the college practices a robust performance appraisal system which enhances the overall improvement of the college.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The accounts of the College are audited regularly by a qualified and certified chartered accountant. The Department of Collegiate Education also carries out the financial audit of the college.

The college follows a separate mechanism if any objections are raised by the auditors. The college attends each of these objections. However, there have been no serious observations raised in any of the audits.

Mechanism for Settling Audit Objections: Upon completion of audits, any objections or discrepancies identified are addressed through a structured process. This typically involves:

1. **Review and Analysis:** Audit findings are reviewed and analyzed by management and relevant stakeholders to understand the nature and scope of the issues identified.
2. **Corrective Action Plan:** A corrective action plan is developed to address audit objections, outlining specific steps, responsibilities, timelines, and resources required for resolution.
3. **Implementation:** The corrective action plan is implemented, with close monitoring to ensure timely and effective resolution of audit objections.

4. **Follow-up and Verification:** Progress on implementing corrective actions is periodically reviewed and verified to confirm resolution of audit objections.
5. **Documentation:** Comprehensive documentation of the audit process, findings, corrective actions, and resolutions is maintained for transparency, accountability, and future reference.

By conducting regular internal and external financial audits and implementing robust mechanisms for settling audit objections, institution demonstrates a commitment to financial integrity, transparency, and accountability.

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

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

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

00

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The availability of funds is a component element in the growth of any institution. Therefore, the mobilisation of fund is an integral part of the college. The Principal and the IQAC assess the financial conditions of the college along with the funds received from various agencies. Since the college has a strong alumni association, much of the developing activities have been

utilised by the funds received through our proud alumni. In one of the annual general body meeting of alumni association, it was expressed by the alumni to improve the research culture in the college. The funds collected in alumni association are utilised to motivate poor meritorious students from these sections by providing them monetary assistance. Furthermore, to enable the maximum utilization of ICT based teaching learning process, funds from the alumni association are sustainably used to equip the college with computers. Since the college is on the path of a healthy sustainable and eco-friendly campus, the association extended its financial assistance by providing a UPS inverter which is installed in the IQAC room. In this manner, the college strategically uses and mobilises the fund in an effective way.

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

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

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes within the institution. Through its proactive efforts and dedicated initiatives, the IQAC has significantly contributed to enhancing the overall quality of education and academic excellence.

Firstly, the IQAC has facilitated the development and implementation of comprehensive quality assurance policies, frameworks, and guidelines tailored to the institution's unique needs and objectives. These policies encompass various aspects of academic and administrative functioning, including curriculum design, teaching methodologies, assessment practices, infrastructure, and student support services.

Secondly, the IQAC has spearheaded the establishment of systematic mechanisms for monitoring, evaluation, and continuous improvement of quality standards across all academic and non-academic activities. This includes conducting regular internal audits, self-assessments, feedback mechanisms, and

peer reviews to identify areas for enhancement and address gaps in performance.

Furthermore, the IQAC has played a key role in promoting a culture of quality consciousness, professionalism, and accountability among faculty, staff, and students. Through capacity building initiatives, training programs, workshops, and awareness campaigns, the IQAC has empowered stakeholders to take ownership of quality assurance processes and actively contribute to institutional excellence.

Overall, the IQAC's relentless commitment to promoting quality assurance has fostered a culture of continuous improvement, innovation, and excellence within the institution, positioning it as a leader in delivering high-quality education and services to its stakeholders.

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

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

The institution's regular review of its teaching-learning processes, operational structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC) is a crucial aspect of its commitment to continuous improvement and excellence in education. The IQAC, established as per norms, serves as a dedicated body responsible for overseeing quality assurance initiatives and driving incremental improvements across various activities.

Periodic reviews conducted by the IQAC involve a comprehensive assessment of the effectiveness, efficiency, and impact of teaching-learning processes and operational methodologies. This includes evaluating curriculum relevance, pedagogical approaches, assessment methods, student support services, infrastructure facilities, and faculty development initiatives.

The IQAC utilizes a range of evaluation tools and techniques, such as internal audits, feedback mechanisms, student surveys,

peer reviews, and academic assessments, to gather relevant data and insights into the performance of various activities. Based on the findings of these reviews, the IQAC identifies areas for improvement and formulates action plans to address identified deficiencies and enhance overall quality.

Importantly, the IQAC ensures that improvements are incremental and sustainable, focusing on gradual enhancements that align with the institution's long-term goals and strategic priorities. Progress and achievements resulting from these improvement efforts are systematically documented and recorded, providing a transparent record of the institution's continuous quality enhancement journey.

By leveraging the insights and recommendations provided by the IQAC, the institution is able to adapt and evolve its teaching-learning processes, operational structures, and methodologies to meet the evolving needs and expectations of its stakeholders.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

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 year

In the academic year 2022 - 23, the institution took significant measures to promote gender equity, recognizing the importance of fostering an inclusive and diverse environment. One key initiative involved implementing gender-sensitive policies and practices across various aspects of the organization.

The college has and is always sensitive and empathetic towards social problems pertaining to the students taking admission to the college. The college has committees for safety and security of students in the campus. On the Orientation Day, the Principal and the IQAC Co-ordinator inform the students on the various events and committees related to the safety and security. The college has installed suggestion and complaint boxes through which students can suggest and register their complaints. In addition to this, the college seriously takes note of maintaining discipline across the campus through various committees and cells like Prevention of Sexual Harassment Cell and Anti - Ragging Cell.

a. Safety and Security

Safety and Security of the girl students, female faculties and support staff is of paramount importance to the college.

b. Counselling

At the time of admission, students are individually counselled by the admission committee regarding the scope of programmes offered by the college.

Most of the students come from rural areas with diverse socio-economic backgrounds, out of which more than sixty percent are girl students which in turn motivates the college to support their educational endeavours.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://klesssmscollege.edu.in/Criteria/150.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has implemented comprehensive waste management facilities to address various types of waste, promoting sustainability and environmental responsibility. For solid waste management, the institution has established segregated waste collection bins across its premises, facilitating the proper disposal of degradable and non-degradable waste.

In terms of liquid waste management, the institution employs

efficient sewage treatment plants to treat wastewater before discharge. The treatment process ensures the removal of contaminants, safeguarding water quality. Effluent from laboratories and other facilities is carefully treated to meet environmental standards.

Biomedical waste generated within the institution, including medical laboratories and healthcare facilities, undergoes specialized management. Segregation, proper packaging, and disposal through licensed biomedical waste handlers are integral components of the institution's biomedical waste management system.

To address the growing concern of electronic waste (e-waste), the institution has established e-waste collection points. These areas facilitate the safe disposal and recycling of electronic equipment, preventing harmful substances from entering landfills and promoting the reuse of valuable resources.

The institution actively participates in a waste recycling system, collaborating with recycling agencies to process materials like paper, plastic, and glass. This initiative reduces the environmental impact of waste and contributes to the conservation of resources.

For hazardous chemicals and radioactive waste management, the institution strictly adheres to regulatory guidelines. Specialized storage, handling, and disposal procedures are in place to manage these potentially harmful materials safely. The institution ensures compliance with relevant laws and regulations to protect both the environment and human health.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge

B. Any 3 of the above

Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

| | |
|--|--|
| <p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</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>A. Any 4 or All of the above</p> |
|--|--|

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | No File Uploaded |
| Any other relevant documents | View File |

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

| | |
|---|--|
| <p>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following</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 promotional activities | |
|---|--|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|--|-------------------------------------|
| <p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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> | <p>D. Any 1 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

| |
|---|
| <p>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 200 words).</p> |
| <p>The institution is committed to fostering an inclusive environment that celebrates diversity across various dimensions. Efforts to promote tolerance and harmony extend to cultural, regional, linguistic, communal, socioeconomic, and</p> |

other diversities. The institution actively encourages a welcoming atmosphere through initiatives such as cultural exchange programs, where students and staff from diverse backgrounds share their traditions, customs, and experiences.

The alumni of the college consist of various students who have joined the Indian Armed Forces. The college celebrates various National Commemorative days, on these days; the college felicitates the students who have joined the armed forces. Various skits and dance are performed on the relevant occasion such as Independence Day and Republic Day to showcase the message of harmaony and diversity. Through these events the college creates an environment of communal harmony and tolerance among the students.

Since the college is situated at the North Karnatak and Maharashtra border, the conjugal influence of both Kannada and Marathi (both vernacular languages) can be seen and witnessed in harmony.

Apart from the events and functions organized by the college, various departments organize special lectures, talks etc which promotes a sense of commitments towards the nation, society and an undying responsibility towards humanity at large.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

The institution places a strong emphasis on sensitizing both students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. Regular workshops, seminars, and orientation programs are conducted to instill a deep understanding of the constitution's foundational principles.

These sessions highlight the core values enshrined in the constitution, fostering a sense of civic responsibility, equality, and justice. Students and employees are educated

about their fundamental rights, empowering them to exercise these rights responsibly while respecting the rights of others.

The institution underscores the significance of civic duties, encouraging active participation in democratic processes and community engagement. Through interactive discussions and real-world case studies, individuals are sensitized to the practical application of constitutional obligations in their daily lives.

Moreover, the institution promotes a culture of respect for diversity and inclusion, aligning with constitutional principles. Initiatives such as mock trials, debates, and civic projects provide practical insights into the legal and ethical dimensions of citizenship.

Regular updates on constitutional amendments and legal developments are disseminated to ensure that both students and employees stay informed about their evolving rights and responsibilities. This comprehensive approach to constitutional education aims to produce informed, responsible citizens who contribute positively to society, upholding the values and principles of the constitution in their personal and professional lives.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

| | |
|--|-----------------------------------|
| <p>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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> | <p>A. All of the above</p> |
|--|-----------------------------------|

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | No File Uploaded |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively participates in and organizes a diverse array of Indian national and international commemorative days, events, and festivals, fostering a rich cultural tapestry within its community. On Indian national days such as Republic Day and Independence Day, the institution organizes flag hoisting ceremonies, cultural performances, and educational activities to instill a sense of patriotism and national pride among students and staff.

International events like World Environment Day, Human Rights Day, and International Women's Day are commemorated through awareness campaigns, panel discussions, and collaborative initiatives that highlight global issues and promote a sense of global citizenship.

Cultural festivals like Diwali, Christmas, and Holi are celebrated with enthusiasm, providing students and employees an opportunity to share and appreciate diverse traditions. These celebrations often include cultural performances, traditional cuisine, and interactive activities that promote cross-cultural understanding.

Furthermore, the institution actively participates in social causes during events like International Day of Peace and World AIDS Day, organizing awareness drives, seminars, and community service projects to address pertinent societal issues.

Through these celebrations and commemorations, the institution not only promotes cultural diversity but also emphasizes the importance of social responsibility and global awareness,

contributing to the holistic development of its community members and fostering a sense of unity in diversity.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

I BEST PRACTICE

1. Title of the Practice : EDUCATION BEYOND CLASSROOM

2. Objective of the Practice: KLE Society's SSMS introduces "Education Beyond the Classrooms" to enhance education by diversifying beyond the standard curriculum. The goal is to pinpoint effective teaching methods beyond traditional classroom settings and encourage inventive knowledge-building approaches.

3. The Context: The initiative operates within the framework of KLE Society's SSMS, extending education beyond conventional boundaries.

4. Practice: Implemented through professional certifications, outbound learning, internships (corporate and social sectors), community outreach, discipline associations, forums, and sports.

5. Evidence of Success: This holistic approach yields numerous advantages, promoting a well-rounded educational experience and fostering innovative thinking and skills development among students.

II Best Practice

Title of the Practice: Promotion of Environmental Consciousness and making the Campus a Green Belt Zone

2. Objective of the Practice: Identifying and controlling the institution's environmental impact, establishing waste disposal procedures, reducing energy consumption, and educating stakeholders for active environmental protection.

3. The Context: Dedicated to cultivating environmental consciousness, the institution aims to transform its campus into a green belt zone through shared responsibility. Objectives involve identifying and controlling environmental impact, waste disposal, energy reduction, and stakeholder education.

4. Practice: By joint effort of the principal, all departments and IQAC of the institution to make the campus eco-friendly and a green belt zone

5. Evidence of Success: Successful evidence includes botany classes, a "Swatch Bharat" program, botanical gardens, and environmental audits.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

PROMOTION OF SPORTS & CULTURE

At KLE Society's SSMS College, sports and cultural activities are prioritized to enhance student development. The institution provides state-of-the-art infrastructure, organizes inter-collegiate competitions, celebrates cultural festivals, and offers coaching camps. The college also emphasizes the educational potential of games, preparing students for the gaming industry. They are provided state-of-the-art sports and cultural infrastructure, organize inter-collegiate competitions, and celebrate cultural festivals. Coaching camps are offered during summer holidays, focusing on skill development in various sports and providing specialized

coaching sessions. Collaborations with sports associations and academies create opportunities for student athletes to excel in academics and sports. The college also organizes camps for students in netball to foster sports growth among the younger generation which is reflected in increasing number of University Blues that the college has secured. Through collaboration and resource-sharing, the institution aims to make a positive impact on education and community development. They have a college Gymkhana to prioritize physical fitness and well-being. Inclusivity is promoted in camps, clubs, and associations. Scholarships and integration of sports and culture in the academic curriculum further encourage student participation. The college aims to nurture well-rounded individuals who appreciate physical fitness, artistic expression, and cultural diversity, and who can contribute meaningfully to society.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

1. **Strengthening student-centric learning:** The college will focus on strengthening student-centered learning by providing opportunities to engage in research, experiential learning, field-based learning, peer-learning and community service through outreach.
2. **Enhancement of teaching and learning resources:** The college will invest in new teaching and learning resources such as technology, equipment, and materials to enhance the quality of education.
3. **Promotion of professional development:** The college will promote professional development for students, faculty and staff to keep them updated with the latest teaching and learning practices through MoUs with other institutions and collaborations.
4. **Improvement of infrastructure:** The college will improve the infrastructure of the campus, including creation of new academic blocks and classrooms to create a conducive learning environment.
5. **Strengthen ties with the community:** The college will strengthen its ties with the local community by engaging in community service, outreach programs, and partnerships

with local businesses, entrepreneurs and organizations.

6. **Monitoring and evaluation:** The college, through its IQAC, will strictly monitor and evaluate the progress of the academic year to ensure that it is meeting its objectives.
7. **Focus on skill development:** The college will focus on skill development by providing training and workshops on soft skills, communication, leadership, and problem-solving.
8. **Strengthen alumni relations:** The college will strengthen its alumni relations by organizing alumni events, creating networking opportunities, and engaging alumni in mentoring and career guidance programs. This is critical in view of the upcoming 60 year celebrations of the college in 2027-2028.