



IFIM COLLEGE

Affiliated to Bangalore University



Self Study Report

Submitted to

National Assessment and Accreditation Council (NAAC)

JULY - 2015

#8P & 9P, KIADB Industrial Area, Electronics City, Phase 1, Bangalore - 560 100

IFIM COLLEGE
Bangalore-560 100
(Affiliated to Bangalore University, Bangalore)

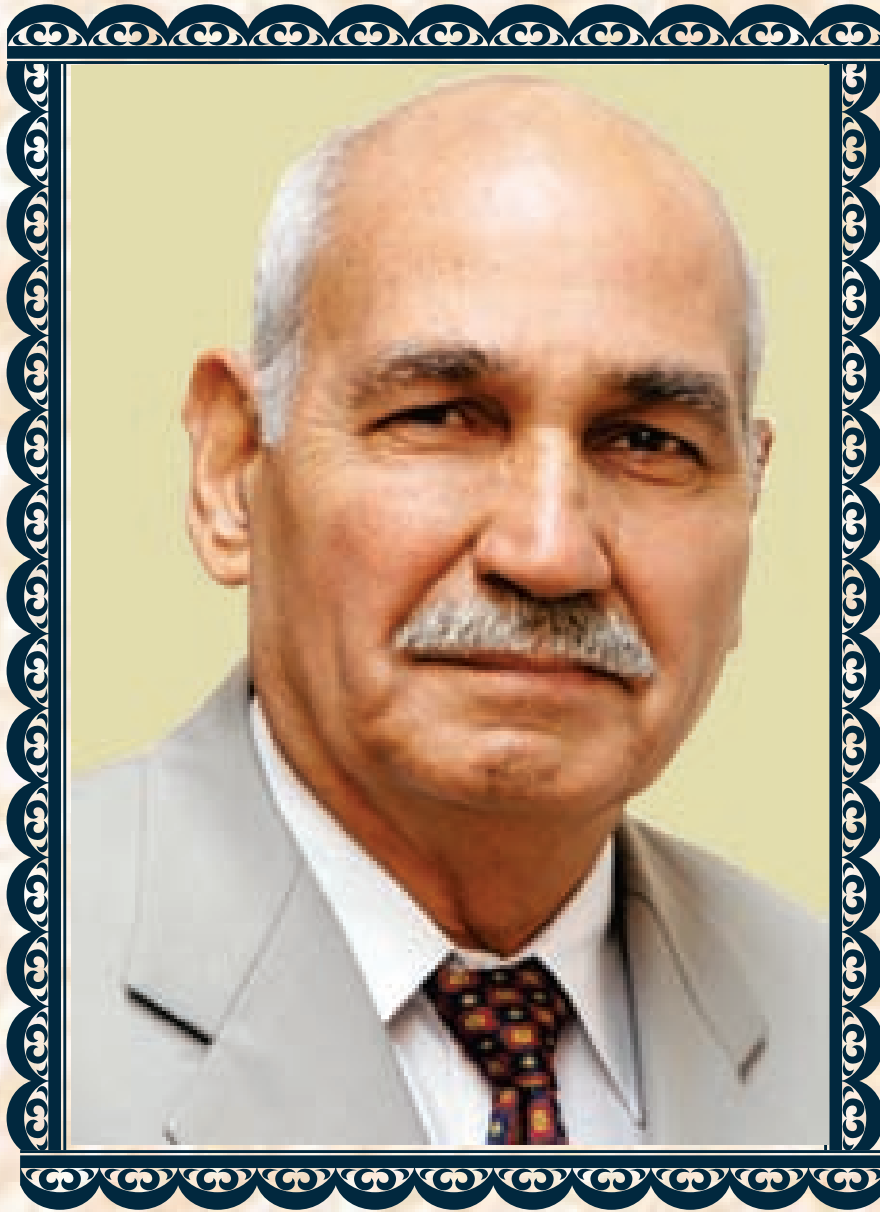


Self Study Report

SUBMITTED TO

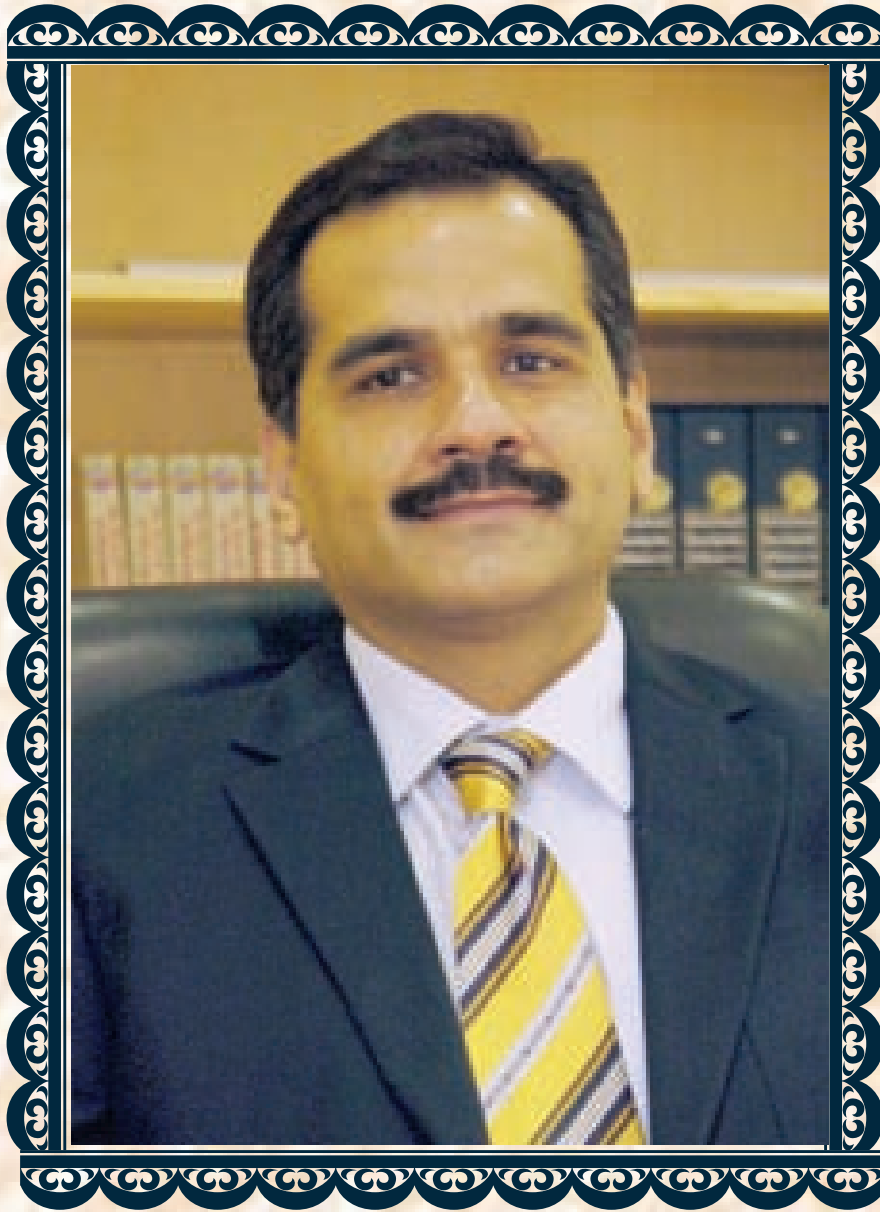
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

JULY 2015



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VISION

To emerge as a transformational leader in creating and disseminating knowledge and providing students a unique learning experience that will best serve the society and betterment of human well being.

MISSION

By making a paradigm shift in education through Management and Technology based courses integrating Indian ethos to achieve excellence by producing skilled and innovative minds studded with personal integrity, professional ingenuity and social commitment.



Quality Policy

We shall adapt and develop best practices for:

- Continuously improving our teaching and learning capability
- Keeping the curriculum relevant to the needs of society
- Maintaining an environment conducive to research for delivering academic excellence to the global society



PREFACE

IFIM College was established in the year 2009 under the aegis of the Centre for Developmental Education, Bangalore, a non-profit society founded by the DSIJ (Dalal Street Investment Journal) Group, Mumbai with primary objective of providing quality education for the youth hailing from different parts of India. Being a co-educational and self-financing first grade college affiliated to Bangalore University, Bangalore, the college is committed to cultivate leadership traits based on multi-disciplinary quality education through its unique academic delivery of domain knowledge and employability skills with the blend of knowing, doing and being, to respond to the challenges of globalization. The college fosters an atmosphere of intellectual vigor and moral rectitude in which the youth may find their fulfillment and achieve greatness as eminent citizens.

IFIM College is strategically located in the heart of Electronics City, Bangalore with well-planned infrastructure and resources. The college since its inception in 2009, has not only grown in terms of programs and activities, but has created footprints in undergraduate education through its academic rigor and discipline and continues to excel. No doubt, the college is able to attract students across all communities from all over India with gender equity.

The college has several strands of distinction which interweave to make IFIM a college with a difference.

1. The institution is free of party politics and has a history of being a zero- strike campus.
2. The syllabus prescribed by the affiliating university is complemented and supplemented by additional inputs by the college in terms of certification programs and skill training programs and focused efforts for job placements.
3. IFIM College inculcates social commitment in the students and simultaneously contributes to the local community through extension activities.
4. The college ensures quality through student-centric teaching and learning, producing uniformly commendable results at the university level. The college is proud of infrastructural facilities including Wi-Fi Campus, Computer labs, Library, reprographic facility, auditorium, Hostels exclusively for boys and girls.
5. Students of the college are cared for at a personal level and this has paved way for a warm relationship between students and teachers. Academic and personal mentoring/support is extended to all the students in the campus.

6. The college is proud of its **happening campus** providing the learning community with a wide range of co-curricular and extra-curricular activities.
7. The salubrious climate of Bangalore city provides the conducive atmosphere for learning. Nature exquisitely complements the institutional academic climate.

The process of NAAC accreditation has influenced significantly the quality enhancement of the college, and has proved to be a motivating force of self-discovery aimed to touch greater heights in higher education. To accomplish this task, the Self-Study Report has been prepared covering various aspects as given in the manual for affiliated colleges. In the preparation of the report, great care has been taken in collecting and collating the information relating to questions on various criteria for the quality assessment of the college.

The IFIM family viz. the Students, Teaching and Administrative staff, other stakeholders and the Leadership of the college, is working together to live up to the motto 'Inform, Transform and Perform'.

The college under the leadership of the Principal formed a Steering Committee to lead the accreditation process, which has been a reflective exercise throwing light on the strength of the college and also on the areas that need improvement.

This retrospect has helped the college to build on its strengths, to explore new pastures for development and to transform problems into prospects.

We adhere to the philosophy-**not to work on beaten track but to strike new routes.**



EXECUTIVE SUMMARY

IFIM College is a co-educational institution affiliated to Bangalore University, Bangalore, Karnataka. The college was established in the year 2009 by Centre for Developmental Education, a non-profit socially conscious and service-minded society founded by DSIJ (Dalal Street Investment Journal) Group, Mumbai, with the primary objective of imparting quality education to the youth hailing from different parts of India. With its magnificent ambience and modern hi-tech facilities, the college is steadily ambling towards the pinnacle of excellence without deviating from its cherished philosophy of not collecting capitation fees from any student for any course. The college is discharging a significant social responsibility in a creditable way by providing higher education to a large number of women students extending financial support in the form of scholarships and encouraging them in all academic spaces. The college is striving with sincere efforts to achieve the levels of excellence envisioned in the Vision and Mission of the college and following the guidelines of NAAC. The college evolves innovations and adopts various developmental measures to carve a niche for itself in providing quality education.

1. Curricular Aspects

The Vision of the college is to be a transformative leader in higher education focusing on holistic development of the students. Besides imparting core subject knowledge, value and skill oriented programmes are also organized for enhancing the employability of the students.

The curriculum implementation process of the college involves the whole-hearted participation of all the stakeholders viz. Management, Administration, Teachers and Students. Several procedural and practical supports are provided by the college during the course of curriculum implementation. Preparation of Teaching Plan, effective assessment system, guest lectures, industrial visits, Projects Works and Internships are some of the strategies for curriculum implementation at the college. At present, the college offers 4 undergraduate programmes of Bangalore University. The affiliating university has introduced Choice Based Credit System (CBCS) for all UG programmes. The CBCS enables students to continue with higher studies utilizing the lateral and vertical mobility within and across the programmes offered by the college.

The college has established a vibrant IQAC which adopts concrete measures to improve and sustain the quality of higher education.

The university curriculum is ably supplemented with certificate courses, training programmes and creative engagements. Periodic reviews of the implementation of curriculum at the departmental level ensure achievement of curriculum objectives.

2. Teaching-Learning and Evaluation:

Admission of students to various courses is based on merit and also on first come first served basis and the transparent admission procedure attracts a heterogeneous group of learners from different states across the country. The college follows the government norms in the admission process giving opportunities to the students belonging to various sections of the society. The college has the practice of organizing an orientation programme for newcomers for two days explaining various procedures to be followed and facilities available in the college.

The college creates a culture of instilling and nurturing creativity and scientific temper among the learners through various academic activities which are planned and implemented for fostering critical thinking, creative and innovative engagements and developing scientific temper among students. The college has evolved a structured feedback mechanism to evaluate teachers and necessary corrective measures are taken based on the feedback.

The college has adequate number of qualified and competent teachers to handle all the courses and this is evinced in the results of university examinations and participation of students in various competitions conducted in inter collegiate fests. The college provides an academic ambience conducive for the growth of each student and excellent learning-resource support for achieving optimal learning outcomes. Remedial courses, internal assessment, project based academics in tune with differential capabilities of learners or synergized with reaching tools and pedagogy resulting in effective teaching-learning process.

With regard to teacher quality, 12.5 % of the faculty hold Ph. D., 33.3 % hold M. Phil. and 54.2 % have post-graduate degree. Again 62.5 % of the teachers are women. A conscious effort is made to identify the growth needs and the same is used for faculty development planning. A major shift was the introduction of Choice Based Credit System in all the U.G. programmes by the affiliating university during the year 2014-15. Another significant step is the identification of fine Graduate Attributes through a participatory process.

The college library has been enriched with addition of books and titles in the last 3 years. INFLIBNET-NLIST is made available for on-line references which help the teachers and students in their research. Internet and Wi-Fi facilities are provided to all the computers in the college.

A wide range of co-curricular and extra-curricular activities are planned and a number of inter-class and inter-collegiate competitions are organized and such competitions include Elocution, Essay Writing, Drawing, Debate, Quiz, Mehendi etc.

3. Research, Consultancy and Extension

The college gives paramount importance to promote Research, Consultancy and Extension activities in the college. A Research Advisory Committee has been constituted by the college to monitor and address the issues on research. This committee periodically meets and reviews the plans and activities relating to research. The college is providing a conducive ambience and research infrastructure for smooth and successful research work. All teachers are encouraged to attend national and international level seminars and present papers. To encourage participation in seminars and conferences, financial assistance is also extended to all teachers. To attract the students and teachers into the exciting arena of research, the students are trained to take up academic projects. The college is in the nascent stage as far as the research activities are concerned but is determined to strengthen the same on a fast track mode. In this connection, it may be added that the faculty members have presented papers in national and international seminars as well published papers in referred journals both national and international.

The college is very much interested in consultancy and the areas of expertise of the college relating to consultancy are made public through networking and college website.

The college has one unit of NSS with 100 volunteers. The YRC has all the students of the college as volunteers. The extension activities are organized by the NSS and YRC units of the college.

4. Infrastructure and Learning Resources

The Master plan of the college gives direction to the spatial/infrastructure planning and development in sync with the academic growth. The college provides technology enabled learning spaces, network resource centre, language and computer labs and a host of other facilities such as cafeteria within the campus. Facilities for sports, physical fitness, indoor and outdoor games are also available in the college.

The college has a well-equipped and fully automated library catering to the academic needs of teachers and students. The library has an Advisory Committee, which plans and executes the requirements for the development of the library. Facilities are available to access the e-journals and e-books. Library also organizes training programmes on Library Management and Book Exhibitions.

The ICT enabled teaching-learning is established through 135 computers, LCD projectors in classrooms and internet connectivity. The college has a comprehensive IT policy addressing IT Service Management, Information security, Network security and Software Asset Management.

Other significant additions to the infrastructure of the college are the air-conditioned auditorium and air-conditioned seminar hall.

Development of ICT has been an important ongoing agenda for the college. In spite of constraints on the budget, the college has equipped itself with computers, laptops, LCD projectors, internet connectivity, and biometric attendance system for teaching and nonteaching staff. The college also has photocopiers, reprographic facility, Identity card printing machine and audio systems.

5. Student Support and Progression

College Prospectus and Handbook help in dissemination of information regarding the support systems available to the students. The total strength of the college is 266 including 185 boys and 81 girls, belonging SC, ST, OBC and General Category.

The teacher in-charge for each class gives counseling to the students whenever needed, both in academics and non-academic areas. Remedial English Classes are conducted to improve the communicative ability of the students. The students are encouraged to participate in inter-collegiate competitions, fests etc. Special coaching classes are conducted to improve the performance of slow learners. Students are encouraged to exhibit their skills and talents through various departmental associations and magazines published by the college.

As the college is self-funded, government scholarships are not extended to the students of the college. The college has instituted a merit based scholarship scheme through which a good number of students are benefitted. The college has awarded scholarships worth Rs. 7,35,000/- benefitting 60 students and Rs. 11,85,000/- benefitting 95 students in 2013-14 and 2014-15 respectively.

The college is taking effective steps to improve the pass percentage in university examinations. Efforts are also made to control the drop-out rate. The college campus is always bustling with a variety of curricular, co-curricular and extra-curricular activities. Through the involvement of students in various committees, departmental associations etc. students are provided with the opportunities to contribute their constructive suggestions both in academic and administrative activities, which ultimately help in the holistic development of the students.

The activities of Alumni Association have just been initiated but the relationship with alumni is maintained through emails, website and social media.

6. Governance and Leadership and Management

The Vision and Mission statements and objectives of the college give a long term perspective to the constituents and are pursued with a missionary zeal.

The IQAC under the guidance of the Principal has evolved an integrated frame work for developing, implementing, monitoring and evaluating the policies and plans. Operational autonomy in academic and administrative affairs is given by delegating authority to the HODs. The college adopts participatory decision making at different levels for planning, scheduling and budgeting of activities.

Different committees are constituted to implement the plans and policies of the college. Due representations are given to the stakeholders in various committees for good governance and leadership. The college has a perspective plan for its growth and development. The multi faceted feedback system and audits are tools to facilitate the flow of information for institutional review by the Management. The college uses self-appraisal of teachers, feedback on teachers as part of Performance Management System.

7. Innovations and Best Practices

The college gives much importance to the environment of the campus. It conducts a green audit with a sense of responsibility. In this regard, a number of eco-friendly measures have been taken by the college.

The college takes all efforts in introducing innovations in all aspects of teaching-learning process which include teaching plan, maintenance work diary, involvement of students in decision making and experiential learning. This has created a positive impact on the functioning of the college. The innovations add dynamism to the educational process.

Two best practices of the college, which have significantly contributed to the achievement of institutional objectives and quality enhancement, are academic planning and students' participation in quality enhancement.

The college values the opinions and needs of the stakeholders. It always strives relentlessly for academic excellence by focusing on the above criteria formulated by NAAC. This empowers the college to achieve its Vision and Mission.

SWOC Analysis

Strengths:

- The Vision, Mission and objectives of the college framed in clear terms.
- Committed Management, Teachers and staff ensuring quality in every aspect of higher education
- Transparent admission procedure
- All academic programmes leading to professional degrees.
- ISO certification.
- Student centric pedagogy
- ICT enabled Teaching-Learning processes.
- Structured student feedback system.
- Co-curricular and extra-curricular activities aimed at holistic development of students
- Well qualified, experienced competent teachers.
- Formative and summative evaluation
- Effective maintenance and optimal use of infrastructure
- Gender friendly environment for students and staff
- Computerized administrative and library functions.
- Shared facility for security, auditorium etc.
- Impressive Governance and Leadership.
- Eco-friendly campus
- Impressive academic ambience and discipline in the campus
- Feedback from all the stakeholders for quality enhancement
- Providing facilities to differently-abled students
- Merit based scholarships and Financial support to students for participation in competitions
- Excellent hostel facilities
- Salubrious climate and a happening campus
- Presence of multi-skilled and multi-talented students on campus.
- Ragging free campus.
- Goodwill of the society.
- Students-centric support systems.
- Dedicated Placement Cell.
- Strategic location of the campus in Electronic City, Bangalore.

Weaknesses:

- Limitations associated with affiliated college.
- Low awareness of the college and its activities as the college is yet young.
- Scholarly contributions by faculty are limited as the institution is yet in its formative years.
- Completely funded by private sources and no funding from government and other agencies.

Opportunities:

- Getting autonomous status.
- Encouragement to faculty for research
- Excellent internships and job opportunities for our students from the industry in Electronic City.
- Organizing seminars/ conferences at National and International Level
- Scope for consultancy and collaboration for research
- Increasing need based extension activities

Challenges:

- Enhancing employability of our students with limited control on the curriculum.
- Arranging funds for conferences and research activities from UGC and other government schemes.
- Getting experienced faculty in emerging areas
- Sustaining quality of education imparted
- Excellence in Research and Consultancy
- Changing academic and employment scenario
- Developing our students as rank holders in the university.

Future plans of the college:

The college plans to initiate and continue its academic and infrastructure developments through the following steps.

- Encourage faculty members to apply for major and minor research projects
- Motivate teachers to apply and organize seminars, workshops, conferences etc. at the national and international level.
- Encourage teachers to present and publish papers in national/international seminars/journals, and author books

- Improving the facilities for Sports, Games, Yoga and Meditation
- Upgrading campus network and safety systems
- Increasing ICT facilities

The above initiatives and plans will be executed in due course of time to achieve excellence in higher education.



Profile of the College



1. Profile of the Affiliated/ Constituent College

1. Name and Address of the College:

Name :	IFIM COLLEGE		
Address :	#8P &9P KIADB Industrial Area, Electronics City Phase I		
City :	BANGALORE	Pin : 560100	State : KARNATAKA
Website :	www.ifimcollege.com		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. N. Ramu	O: 080-41432821 R: ---	8147793730	080-41432844	principal@ifimcollege.com
Vice Principal	---	O: --- R: ---	---	---	---
Steering Committee Coordinator	Mrs. Azeema Tabasum	O: 080-41432825 R:	9141519564	080-41432844	azeema.t@ifimcollege.com

3. Status of the Institution:

i.	Affiliated College	✓
ii.	Constituent College	--
iii.	Any other (specify)	--

4. Type of Institution:

a. By Gender

i.	For Men	--
ii.	For Women	--
iii.	Co-education	✓

b. By Shift

i.	Regular	✓
ii.	Day	--
iii.	Evening	--

5. It is a recognized minority institution?

Yes	--
No	✓

If yes, specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of Funding:

Government	--
Grant-in-aid	--
Self-financing	✓
Any other	--

7. a. Date of establishment of the college: 25/08/2009 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

BANGALORE UNIVERSITY

c. Details of UGC recognition: NIL

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	--	--
ii. 12 (B)	--	--

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) NIL

Under Section/ clause	Recognition /Approval details Institution / Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	--	--	--	--
ii.	--	--	--	--
iii.	--	--	--	--

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, has the College applied for availing the autonomous status?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes,

Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	6473 sq.mt.
Built up area in sq. mts.	2706 sq.mt.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

Auditorium/seminar complex with infrastructural facilities	✓
Sports facilities	
Play ground	✓
Swimming pool	--
Gymnasium	✓
Hostel	
* Boy's Hostel	
i. Number of hostels	1
ii. Number of inmates	23
iii. Facilities: Living Rooms Modern Kitchen Dining Hall Reading Room Indoor-Outdoor games Satellite TV Connection Library Wi-Fi Connectivity Tuck Shop Residential Facility for Warden and Staff of Hostel	--
* Girl's Hostel	
i. Number of hostels	1
ii. Number of inmates	7
iii. Facilities: Living Rooms Modern Kitchen Dining Hall Reading Room Indoor-Outdoor games Satellite TV Connection Library Wi-Fi Connectivity	--

Tuck Shop	
Residential Facility for Warden and Staff of Hostel	
* Working Women's Hostel	
i. Number of inmates	--
ii. Facilities (mention available facilities)	--

- **Residential facilities for teaching and non-teaching staff (give numbers available and cadre wise) : Yes** (For Hostel Warden)
- **Cafeteria : Yes**
- **Health centre:** We have affiliation with Ramakrishna Hospital adjacent to our campus. First-aid is available.

(First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....)

Health Centre staff -

Qualified Doctor	Full-time	--	Part-time	--
Qualified Nurse	Full-time	--	Part-time	--

- **Facilities like banking, post office, book shops : Available**
College has accounts with IDBI Bank and State Bank of India located close to the campus.
Special provision with zero balance options are provided by the Bank to staff and students.
- **Transport facilities to cater to the needs of students and staff: Yes**
- **Animal house: No**
- **Biological waste disposal : No**
- **Generator or other facility for management/regulation of electricity and voltage of electricity : Yes**
- **Solid waste management facility : Yes**
- **Waste water management : Yes**
- **Water harvesting : Yes**

12. Details of programmes offered by the college (Give data for current academic year)

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1	Under-Graduate	BCA	3 Yrs	PUC / +2	English	40	30
		BBM/BBA				120	44
		B.Com.				100	40
		BA(J)				40	10
2	Post-Graduate	--	--	--	--	--	--
3	Integrated Programmes						
	PG	--	--	--	--	--	--
	Ph.D.	--	--	--	--	--	--
4	M. Phil.	--	--	--	--	--	--
5	Ph.D.	--	--	--	--	--	--
6	Certificate courses	--	--	--	--	--	--
7	UG Diploma	--	--	--	--	--	--
8	PG Diploma	--	--	--	--	--	--
9	Any Other (specify and provide details)	--	--	--	--	--	--

13. Does the college offer self-financed Programmes?

Yes	✓	No	--
-----	---	----	----

If Yes, how many	4
------------------	---

14. New programmes introduced in the college during the last five years if any?

Yes	✓	No	--	Number	1
-----	---	----	----	--------	---

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History)	UG	PG	Research
Science	Computer Applications, Mathematics	2	--	--
Arts	Journalism, Psychology	2	--	--
Commerce	Commerce	1	--	--
Any Other (Specify)	Management	1	--	--

16. Number of Programmes offered under (Programme means a degree course like BA, B.Sc., MA, M.Com.)

a.	Annual System	--
b.	Semester System	4
c.	Trimester System	--

17. Number of Programmes with

a.	Choice Based Credit System	4
b.	Inter/Multidisciplinary Approach	4
c.	Any other (specify and provide details)	--

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes	--	No	✓
-----	----	----	---

If yes,

a. Year of Introduction of the programme(s).....
(dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes	--	No	--
-----	----	----	----

19. Does the college offer UG or PG programme in Physical Education?

Yes	--	No	✓
-----	----	----	---

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes	--	No	--
-----	----	----	----

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC / University / State Government	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Recruited</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<i>Yet to recruit</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Sanctioned by the Management/ society or other authorized bodies	--	--	1	--	15	8	4	1	1	--
Recruited	--	--	1	--	15	8	4	1	1	--
Yet to be recruited	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

*M-Male *F-Female ; NA: Not Applicable

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	1	--	--	2	3
M. Phil.	--	--	--	--	3	5	8
PG	--	--	--	--	5	8	13
Temporary teachers							
Ph.D.	--	--	--	--	--	--	--
M. Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	--	--	--
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M. Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	--	--	--

22. Number of Visiting Faculty /Guest Faculty engaged with the College. NIL

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	1	1	1	--	3	1	2	1
ST	--	--	1	--	1	--	--	2
OBC	11	--	1	--	1	1	23	8
General	33	4	24	11	71	26	57	31
Others	--	--	--	--	--	--	--	--

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	44	--	--	--	--
Students from other states of India	79	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	1	--	--	--	--
Total	124	--	--	--	--

25. Dropout rate in UG and PG (average of the last two batches)

UG	24.5	PG	--
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26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a)	including the salary component	Rs. 97,093
(b)	excluding the salary component	Rs. 57,580

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes	--	No	✓
-----	----	----	---

If yes,

a) is it a registered centre for offering distance education programmes of another University? Not Applicable

Yes	--	No	--
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b) Name of the university whose courses are offered: Not Applicable

c) Number of programmes offered: Not Applicable

d) Programmes carry the recognition of the Distance Education Council: Not Applicable

28. Provide Teacher-student ratio for each of the programme/course offered:

Programme/Course	BCA	BBM	B.Com.	BA(J)
Teacher-Student Ratio	1:8	1:11	1:6	1:2.6

29. Is the college applying for

Accreditation :	Cycle 1	✓	Cycle 2	--	Cycle 3	--	Cycle 4	--
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Re-Assessment	--
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(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only): Not Applicable

Cycle 1:	dd/mm/yyyy	Accreditation Outcome/Result	--
Cycle 2:	dd/mm/yyyy	Accreditation Outcome/Result	--
Cycle 3:	dd/mm/yyyy	Accreditation Outcome/Result	--

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year. 229

32. Number of teaching days during the last academic year. 153

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC):

IQAC was established on 15.12.2014

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC : Not Applicable

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

The college offers merit based scholarships from the funds of the Management. Details of the last two years are furnished below.

Year	No. of students benefitted	Total scholarship amount
2014-15	95	Rs. 11,85,000/-
2013-14	60	Rs. 7,35,000/-



Criterion-I

Curricular Aspects



CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULUM PLANNING AND IMPLEMENTATION

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

IFIM College is an integral unit of Centre for Developmental Education, a non-profit registered society, established by its Founder and Chairman Sri V. B. Padode. Under the aegis of Centre for Developmental Education, a number of higher educational institutions have been established by our founder. IFIM College is the second institution established by Centre for Developmental Education and the onus of actualizing our founder's vision is the prime responsibility of our college.

VISION:

To emerge as a transformational leader in creating and disseminating knowledge and providing students a unique learning experience that will best serve the society and betterment of human well being.

MISSION:

By making a paradigm shift in education through Management and Technology based courses integrating Indian ethos to achieve excellence by producing skilled and innovative minds studded with personal integrity, professional ingenuity and social commitment.

Institutional Objectives:

1. Aim to achieve a holistic development of personality of our students through education-both modern and traditional.
2. Take committed steps to develop moral, intellectual, social and physical power of the students so that they become worthy citizen of our glorious motherland.
3. Enhance students' professional ability to meet the global standards with ethical and social responsibility.
4. Enable our students to work in large cross-functional teams, pursuing life-long learning.
5. High standard of class room teaching with innovations in teaching and evaluation by teachers, practitioners and learned individuals will be practiced.

6. Necessary steps to equip our students with knowledge, skills and attitude with a mix of curricular and extracurricular activities.
7. Stimulate purposeful research, by encouraging faculty members to undertake research work and publish research articles with necessary support, financial and otherwise by the college.
8. Entering MOUs and collaboration with reputed firms to achieve our placements and internships.
9. Tie ups with reputed institutions in India, so that it helps to have exchange of students and faculty, organizing joint seminars and workshops.

The Vision, Mission and Objectives of the college are communicated to the students, teachers, staff and all stakeholders through the following measures.

1. New entrants to the first year degree courses acquainted with the Vision and Mission during the orientation address. A significant highlight of the orientation program is the involvement of senior students in the process.
2. The college Hand Book distributed to the students, teaching and non-teaching staff and other stakeholders contains the Vision, Mission and Objectives of the college.
3. Display boards with the Mission and Vision statements are kept in different parts of the campus.
4. In addition to the above, the college website and interaction with the Principal and HODs are other significant channels of communicating the Vision and Mission of the college.

The programs offered by the college are in consonance with the Vision of our Founder and Chairman.

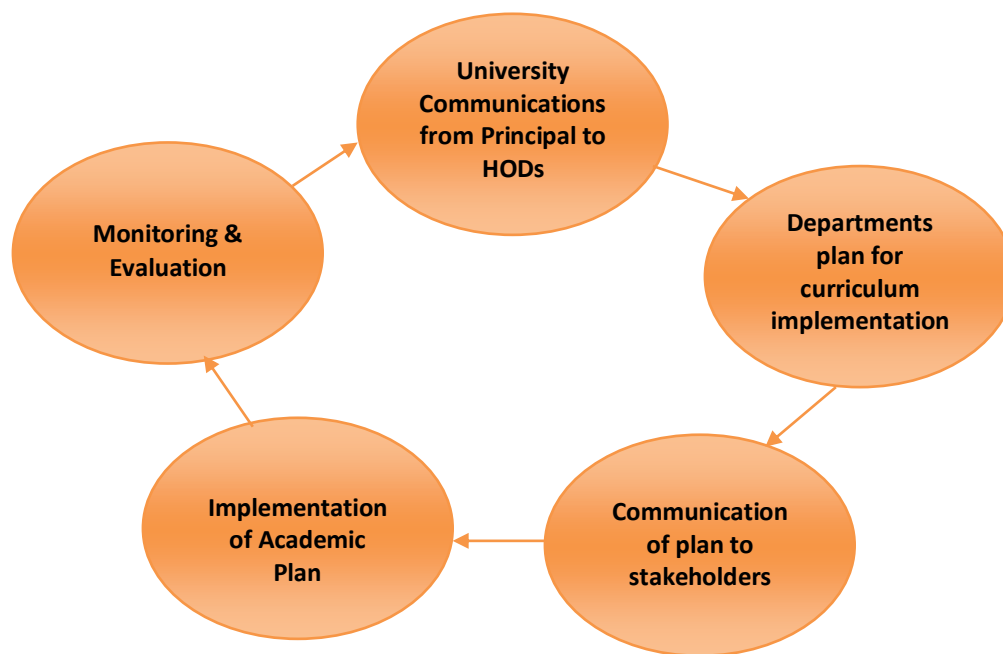
1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The college is affiliated to Bangalore University and the curricula for various courses and programs are designed by the university and the affiliated colleges implement the same. As the college is in the infant stage, the faculty members are yet to find a place in the Board of Studies and other academic bodies of the university and hence the contribution of the college in the designing of curricula has not commenced. However, our faculty members participate in seminars and workshops organized by the university for revision of syllabi, wherein the rationale, scope, objectives and implementation of the curricula design are discussed and deliberated upon.

Following are steps involved in the implementation of the curriculum:

1. The Principal circulates the communications and other information received from university to all the HODs with necessary instructions and guidelines for clear understanding of the curriculum prescribed by the university.
2. HODs conduct departmental meetings to enable the faculty understand the curriculum for effective implementation. The subjects to be taught in the semester are then allocated among the faculty of the respective departments.
3. Individual teachers device their teaching plans that include the sequence of topics to be taught, the method of teaching and the tools to be used.
4. Periodic departmental meetings are held to review the progress and make mid-term corrections, if required.
5. Student-centric activities are planned and executed for effective implementation of the curriculum.
6. Teachers are deputed to participate in seminar and workshops organized by the university.
7. Guest lectures are organized to provide additional inputs to the students.
8. HODs prepare the time-tables for their respective departments, monitor students' attendance, ensure timely delivery of course modules, conduct internal exams and announce the results on time.

The curriculum implementation process is illustrated in the following diagram:



Case Study: (Curriculum Implementation)

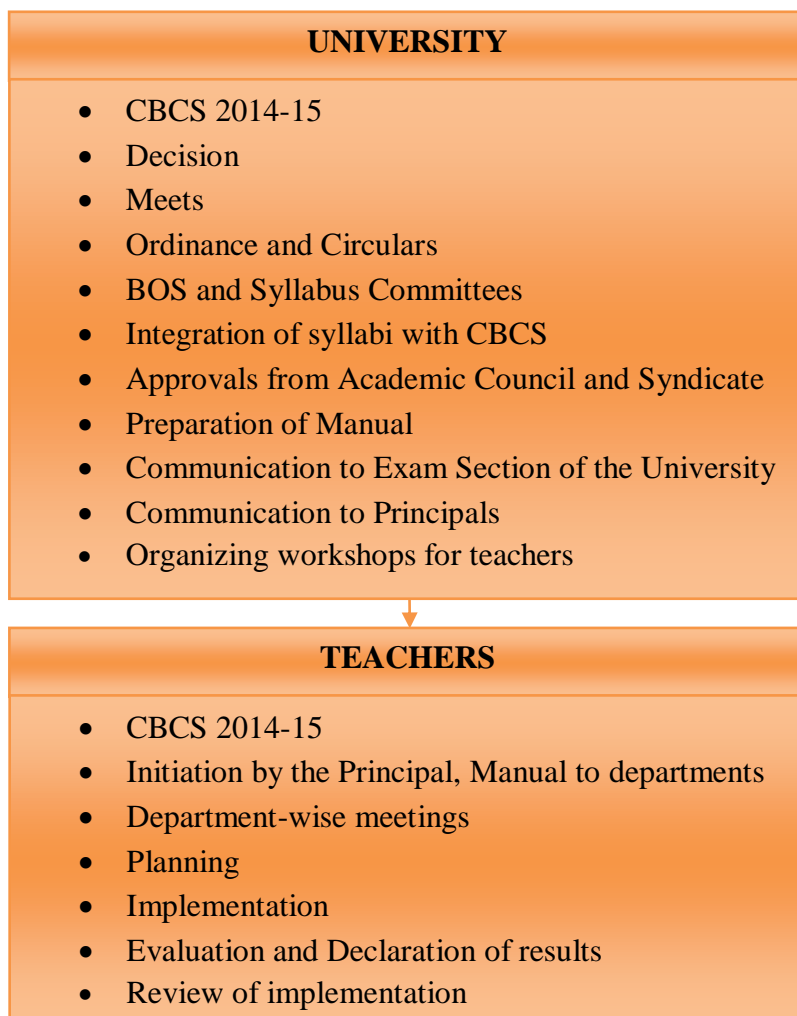
With effect from academic year 2014-15, Choice Based Credit System (CBCS) was introduced for all UG programmes by the university.

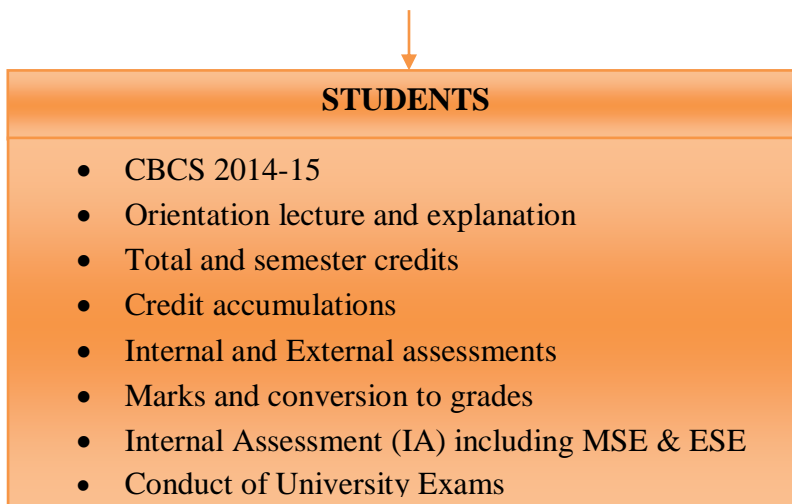
This scheme involved the following stages:

- (i) Preparation of the norms and procedures at the university level.
- (ii) Communication of the scheme to the colleges by the university and a plan for training the faculty by various Boards of Studies (BOS).
- (iii) Implementation of the scheme at the college level.

The difficulties faced by the college in the implementation were sorted out by clarifications and guidance from university authorities.

Levels of implementation of Choice Based Credit System (CBCS).





A number of diverse student-centric activities are planned- such as individual and group presentations, assignments, projects, industrial visits, case-studies etc. Students are encouraged to refer journals, periodicals, magazines and internet. Through such activities, the teachers ensure that topics related to the curricula are clearly understood and assimilated by the students.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

For effectively translating the curriculum and improving the teaching practices, the teachers receive the following procedural and practical support from the university.

- ❖ The university provides annual academic and examination calendars for scheduling the academic activities of the year.
- ❖ Orientation and specific training in Choice-Based Credit System and special training in evaluation reforms.
- ❖ University arranges workshops/seminars for updating discipline knowledge of teachers.
- ❖ Provides question papers, external invigilators, examiners for conducting practical examinations and online submission of internal marks.
- ❖ The university supports teaching and learning through online resources such as N-LIST.
- ❖ The college organizes FDPs to help the teachers to update their knowledge.
- ❖ The college encourages teachers to attend FDPs organized by other institutions.

Support from the college:

- ❖ State-of-the-art academic infrastructure like ICT enabled classrooms, Wi-Fi facilities and network resources for quality teaching.
- ❖ Extended library and lab working hours to enable teachers to use these resources for improved curriculum transactions.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The initiatives taken by the college for effective curriculum delivery and transaction are listed below:

- ❖ Scheduling of curriculum transaction plans by the concerned departments in the departmental meetings.
- ❖ Teaching plan for each course is prepared by the course teacher indicating the expected outcomes, methods adopted in transacting each module, and the methods of learning assessments.
- ❖ Student feedback on teacher quality, curriculum transaction.
- ❖ Establishment of Examination Committee to take care of examination system of the college.
- ❖ Industry Visits are organized for the students.
- ❖ College facilitates internships to students to understand and apply the knowledge in the real world.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The college takes conscious steps to initiate network and develop interactions with industry/organization. This helps in getting permission for carrying out project work by the students and also arranging industrial visits.

Also, institutional networking helps to invite industry and professional experts to the campus for experience sharing and curriculum related project work. The college is also planning to sign MOUs with some organizations in the near future for effective operationalization of the curriculum.

The CDE(Managing Society) enjoys very strong linkages with NHRD Network, CII, Education Promotion Society of India and ASSOCHAM.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

As stated earlier, the college is affiliated to Bangalore University and has been in operation only for the last six years. Over these six years we have developed a good team of well qualified faculty and have now come to a position where in our faculty would be in a position to participate in curriculum development initiatives of the university. However, our teachers have been sharing their experiences in the implementation of the curricula and their suggestions with the members of academic bodies of the university during their interactions with them in the past.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

The college organizes short-term certificate courses in communication skills and workshops for enhancing programming skills over and above the university prescribed programs in order to enhance the employability of the students. Such courses are implemented and reviewed at the departmental level.

Following courses have been offered by the college:

1. Certification course on 'Advanced C++', in collaboration with IIT Bombay.
2. Certification course on 'JAVA', in collaboration with IIT Bombay.
3. Certification course on 'C', in collaboration with IIT Bombay.
4. Certification course on 'C++', in collaboration with IIT Bombay.
5. Certification course on 'Effective Communicative English' developed by Dept. of English of the college.

The short-term courses are being offered based on need.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The institution ensures that the stated curriculum objectives are achieved through:

- ❖ Formal system review in departmental meeting.
- ❖ Evaluation procedures aligned with course objectives viz. results of Formative Assessments and Summative Assessments.
- ❖ Collecting feedback on course and teacher.

- ❖ Support mechanisms for students’ achievements viz. remedial teaching, peer learning, and counseling.

1.2 ACADEMIC FLEXIBILITY

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

Keeping in tune with the objectives of the college on one hand and to suit the different levels of learners on the other, the college offers four programmes at the undergraduate level which are listed below:

1. BA(Journalism)
2. BBA/BBM
3. B.Com.
4. BCA

The college also offers certificate courses to enrich the university curriculum and to keep pace with the students’ requirements for enhancing the employability. The objectives of the college include enhancement of students’ professional ability to meet the global standards. Based on this, certificate courses are being offered by the college and the details are given in the following table.

No.	Name of the Program	Rationale
1	Advanced C++	Equips students with industry requirements
2	JAVA	Equips students with industry requirements
3	C	Equips students with industry requirements
4	C++	Equips students with industry requirements
5	Effective communication in English	To improve communicative skills

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If ‘yes’, give details.

The college does not offer twining/dual degree programme.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and

improved potential for employability. Issues may cover the following and beyond:

- Range of Core / Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

Academic flexibility of the college is limited due to the affiliating system and the existing policies of the university. Choice Based Credit System was introduced by the university in the year 2014-15. The syllabi, electives and core subjects under CBCS are prescribed by the university.

In all the UG Programs across the departments, the core components are allied with applied components. Applied component subjects offered in BCA, B.Com., BA(J) and BBA/BBM programs have curricula which support skill development and there by enhance employability.

The core and applied components for various programs are given in the following table:

Program	Subjects in core component	Subjects in applied component
BBA/BBM	Business organization Management Process Organizational Behavior Production & Operations Mgt. Human Resource Management Services Management Corporate Environment Business Research Methods Marketing management Financial Management Entrepreneurial Management Strategic Management Management Accounting	Business Regulations International Business E-Business Income Tax Cost Accounting Qt. Methods for Business Financial Accounting Corporate Accounting Comp. App. in Business <u>Elective:</u> Finance <u>Elective:</u> Marketing <u>Elective:</u> Int. Business

<p>B.Com.</p>	<p>Financial Accounting Corporate Accounting Financial Management Banking Law and Operations Cost Accounting Income Tax Business Taxation Auditing Management Accounting Business Regulations</p>	<p>Mkt. Behavior & Cost Anlys. Organizational Management Marketing & Services Mgt. Indian Financial System Q. A. for Business Decisions Computer Fundamentals Stock & Commodity Markets Entrepreneurship Development International Business <u>Elective: Accounting</u> <u>Elective: Finance</u> <u>Elective: Marketing</u></p>
<p>BCA</p>	<p>Electronics Mathematics Data Base Mgt. System Operating System Operation Research Data Structures Data Comm. and Network Software Engineering Computer Architecture Design & Analysis of Algms. System Programming Computer Graphics</p>	<p>Programming in C OOPS using C++ Numerical Analysis & LP Visual Programming UNIX Programming JAVA Programming Web Programming Financial Accounting & Mgt.</p>

<p>BA(Journalism)</p>	<p>Introduction to Mass Commns. Print Media Audio Visual Media Media Laws Reporting Editing Media Management Advertising and Pub. Relations</p>	<p>British lit. Chaucer to Johnson British Lit.: Romantic Age British Lit.: Victorian & Mod. American Literature Literature of India European and Non-European Writing Basic Psychological Process Developmental Psychology Abnormal Psychology Social Psychology</p>
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The university has structured interdisciplinary flexibility into the syllabi of the degree programmes. For example, Foundation Course is a compulsory component at the first two years of the UG Programmes across the faculties of Arts, Science, Commerce and Management. The Foundation Course includes the following subjects:

1. Constitution of India & Human Rights
2. Environment & Public Health
3. Computer Applications & IT
4. Life skills and personality development
5. Entrepreneurship
6. Human Resource Development
7. Legal aid and Awareness
8. Indian History-Culture and diversity
9. Science and Life

As per the existing provisions of Bangalore University, interdisciplinary mobility permits a student to move from one faculty to another at entry point of UG programmes. i.e. a student who has studied Science in +2 can seek admission to BA(J). Similarly a student who has studied Science in +2 can seek admission to BBA.

With the introduction of Choice Based Credit System, the inter-disciplinary approach will get a boost and provide courses to suit diversity in terms of needs and aptitude of the students. It can be added that the syllabi for all the subjects under various programs are in modular form.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The college is a self-financing institution and all the four programs are offered under self-financing scheme only. They are:

1. Bachelor of Arts (Journalism)
2. Bachelor of Commerce
3. Bachelor of Computer Applications
4. Bachelor of Business Administration

As the college is self-financed, and is not offering any aided programme, the difference between self-funded and aided programs cannot be stated. However the following information is provided in this regard:

- ❖ Admissions to various programs are made based on merit basis following the first come first-admitted policy and reservation rules of the university.
- ❖ The same curriculum is followed as that for aided streams.
- ❖ Fee structure of each program is decided by the Management based on university guidelines.
- ❖ UGC norms are generally followed in teacher appointments.
- ❖ Salary of staff is based on HR policy of the college.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

The following additional skill-oriented training programs are conducted for the benefit of the students:

S. No.	Skill Development training	Beneficiaries
1	CCE organizes Career Guidance sessions. (Resume Writing, Personal Interview)	Final Year Students
2	Language Lab for development of language skills in English	All students
3	Coaching for Management Aptitude Exams such as CAT/MAT/XAT	Interested Students

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the

institution take advantage of such provision for the benefit of students?

The affiliating university does not provide the flexibility of combining conventional face-to-face and distance mode of education.

1.3 CURRICULUM ENRICHMENT

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

The college has taken following efforts to supplement the university's curriculum in order to ensure that the academic program and the institutional goals are integrated:

Curricular additions:

- ❖ Conducting remedial programs
- ❖ Counseling on academic issues
- ❖ Discipline related to skill related program
- ❖ Certificate courses wherever possible
- ❖ Project work/Internship in industries
- ❖ Teaching and learning through technological gadgets

Co-Curricular Supplements:

- ❖ Department level activities through associations such as Guest lecture, Quiz etc.
- ❖ College level activities and Inter-collegiate fests.
- ❖ Placement Training
- ❖ Internships
- ❖ Industry Visits

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The college is affiliated to Bangalore University and it follows the curriculum prescribed by the university. However the college takes the following measures for enhancing the learning experiences of the students to meet the changing needs of employment markets:

1. Guest lectures on emerging/advanced areas.
2. Workshops (Spoken Tutorial Projects) on topics such as Netbeans, Java etc.
3. Training the journalism students on campus reporting for Internal Newsletters.

4. Workshops on 'Stock Markets' for Commerce and Management students.
5. Students of Management and Commerce are given exposure or practical orientation in share trading and online trading.
6. Industry Visits.
7. Personality Enhancement Programs to develop soft-skills.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The college with its vision of transformational education, takes effort to integrate the issues such as gender, climate change, environmental education, ICT etc. into university prescribed curriculum through discipline related transactions.

- Environmental study has been included as an inter-disciplinary subject under Foundation Course.
- Classrooms are equipped for ICT enabled teaching/learning and teachers are given laptop/tabletops.
- The campus is Wi-Fi enabled which facilitates the students and teachers to access internet.
- A paper on Indian Constitution and Human Rights has been included as an inter-disciplinary subject under Foundation Course.
- All the programs offered by the college are linked with usage of computers and IT.
- Sports and games facilities of the college are made available for both boys and girls.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- **moral and ethical values**
- **employable and life skills**
- **better career options**
- **community orientation**

The college does not offer value-added courses but a number of activities are organized which ensure overall development of students.

Inculcation of Moral and Ethical Values:

- Involving class representatives in the departmental decision-making.
- The teachers imbibe moral and ethical values as part of their teaching.

- Participation in social activities such as Blood Donation Camps being organized by NSS Unit.
- Participation in Shikha Adhaar, a social initiative promoted by the society to help the underprivileged students to avail coaching by our students.

Employability and Life Skills:

- College organizes skill development programs to enhance employability.
- Personality development programmes are arranged to increase the confidence level of students by the Placement Cell of CCE.
- Internships are organized to help students in experiencing the real-time environment and learn to apply theory into practice.

Better Career options:

The academic programmes of the college are job-oriented with a range of career options in each. The college gives guidelines for appropriate choice of electives and also arranges training for placement.

- Project work, Internships, Industrial Visits provide the students sufficient exposure to different career opportunities.
- Centre for Continuous Employability (CCE), a dedicated centre created by the Society running the college helps students in enhancing job winning skills, interact with the corporate world for placement opportunities.
- Students are encouraged to participate in inter-collegiate management competitions and fests.

Community Orientation:

Community oriented programmes are undertaken by NSS and YRC wings of the college. Blood Donation Camps, Free Eye Testing Camps and Awareness programs are conducted periodically.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

The college is affiliated to Bangalore University and hence it is not empowered to enrich the curriculum by using the feedback from the stakeholders. However, the various departments collect informal feedback from various stakeholders during interactions and based on that the college takes effort to enrich the curriculum by offering short-term certificate courses and organizing guest-lectures in emerging areas.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The monitoring and evaluation of the quality of enrichment programmes are carried out at the department level. The enrichment of curriculum is achieved through guest lectures, certificate courses and industrial visits. Monitoring of these programs is done by the teachers of the departments and feedback is taken informally.

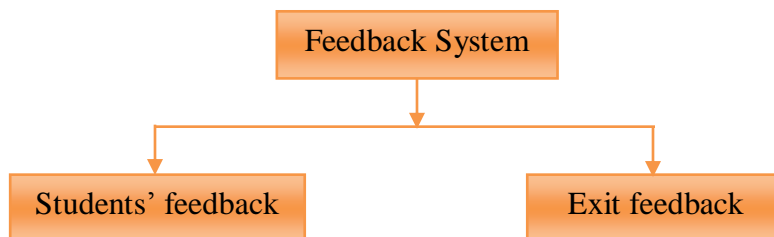
1.4 FEEDBACK SYSTEM

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

There is no teacher representation from the college in the academic bodies of the affiliating university and hence the participation of teachers in the process of curriculum development and design at the university level is restricted. However, our teachers provide feedback (obtained from students and alumni) on curriculum to the members of Board of Studies (BOS) informally, during the personal interactions with them.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

There is a formal structured mechanism to obtain feedback from the final year students which is analyzed. The feedback on curriculum is part of the exit feedback. This feedback is used internally for the enrichment of the curriculum in terms of guest lecture, certificate courses etc. The exit feedback covers Curriculum, Teaching-Learning, Evaluation, Infrastructure, Governance and Student Support.



1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

The college was established in the academic year in 2009-10 with BBM and B.Com. programs. BCA and BA (Journalism) programs were introduced in the years 2010-11 and 2013-14 respectively. There are many PU Colleges within a radius of ten kilometers from the college and the programs were introduced to provide quality education and job opportunities to those who come out of these PU Colleges. Also a good number of non-Karnataka students who hail from northern states aspire to have their college education in Bangalore, prefer our college for their undergraduate education.

Any other relevant information regarding curricular aspects which the college would like to include.

Relevant Information regarding Curricular Aspects

The academic programs are offered by the college to make available qualified and competent human resources to the nation. The implementation of the programmes by the teachers is enriched through giving golden threads of moral and ethical values in the campus life of students. The college strives to impart 'Man Making Education' embedding modern approaches wherever possible. Again, feedback from students helps in addressing grievances of students and to build a strong student-teacher relationship.



Criterion-II
Teaching-Learning and Evaluation



CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 STUDENT ENROLLMENT AND PROFILE

2.1.1. How does the college ensure publicity and transparency in the admission process?

The college has earned a good name for the academic atmosphere, discipline, encouragement given to the students and extra and co-curricular activities. The college adopts centralized admissions system.

The publicity and transparency are ensured through:

- * Advertisements through regional newspapers, College Website, Social media, local cable network
- * Campaign in schools and colleges offering feeder courses
- * Distribution of brochures and fliers
- * Participation in Educational fairs
- * Alumni by word of mouth
- * College Prospectus distributed to all the aspirants seeking admission

2.1.2 Explain in detail the criteria adopted and process of admission. (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the institution.

All admissions to various programs are made by following the norms prescribed by the affiliating university and the state government.

The college adopts a simple admission process.

- a) Students seeking admission to various U.G Programs offered by the college are required to submit the prescribed application duly filled-in.
- b) Applicants are invited for counseling and admissions are offered to eligible students on first come first served basis.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The college offers Programs affiliated to Bangalore University only and hence the same rules apply to all the affiliated colleges. At present, the college offers

BBM/BBA, B.Com, BCA and B.A. (Journalism) courses only at the UG level.

The details of maximum and minimum percentage of marks for admission at entry level for each of the programs offered by the college are furnished in the following table.

Courses	2011-2012		2012-13		2013-14		2014-15	
	Min	Max	Min	Max	Min	Max	Min	Max
BBM/BBA	39.00	80.00	37.17	81.60	31.14	92.70	42.50	90.00
B.Com.	39.10	66.50	60.83	96.50	39.33	88.17	49.00	89.83
BCA	50.00	78.80	40.00	62.46	42.00	82.14	46.40	82.70
B.A. (Journalism)	--	--	--	--	43.50	64.83	48.67	75.00

Our efforts to collect the above information from neighboring colleges did not yield the desired results.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’, what is the outcome of such an effort and how has it contributed to the improvement of the process?

The details of students admitted are entered in the Admission Register which contains all the information of the admitted students and analyzed annually.

The data shows that the female-male ratio in the admission gives an inclusive representation of the population. It is also found that there is a fair intake of students from OBC/SC/ST communities and there is an upward trend in the percentage of local students joining the college. The analysis has helped to understand the profile of students seeking admission to the college.

Following are the steps to enhance the inclusion of OBC/SC/ST and local students.

- * As part of admission campaign, a team of faculty members visited various colleges in Bangalore City and conducted career seminars. The information brochures were also distributed to the students and teachers of various institutions.
- * Scrolling advertisements in local TV channels is another initiative taken.
- * The college facilitates prompt sanctioning of scholarships to deserving students on merit basis.

2.1.5 Reflecting on the strategies adopted to increase / improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

The admission policy of the institution reinforces its commitment to equity, inclusion and diversity in all the programmes offered.

Access for OBC/SC/ST students:

- * College has the policy to admit all students who seek admission irrespective of caste, creed and community.
- * College follows the reservation rules for OBC/SC/ST communities.

Access to Women:

- * Hostel facility is provided exclusively for women students.
- * College extends adequate facilities such as rest rooms, waiting room.
- * Sports facilities are available exclusively for women students.
- * A separate wing in NSS is available for women students.

Differently-abled:

- * Ramp and connecting passage between Old Block and New Blocks.
- * Special care and counseling is available.
- * Special library services for differently-abled students in issue of books.

Access to Economically weaker sections:

- * College level scholarships.
- * Tuition Fee waiver for deserving students.

Minority:

- * Nil

Sports:

- * Special concessions are extended to sports achievers.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends i.e. reasons for increase / decrease and actions initiated for improvement.

Programwise Trends and action initiated

Programme	2011-12			2012-13			2013-14			2014-15		
	AP	ADM	DR	AP	ADM	DR	AP	ADM	DR	AP	ADM	DR
B.B.M.	35	24	0.6	26	17	0.4	156	48	2.6	142	44	2.4
BCA	18	11	0.5	23	14	0.6	65	29	1.6	91	30	2.3
B.Com.	23	15	0.2	13	7	0.13	80	19	0.8	118	40	1.2
B.A. (Journalism)	--	--	--	--	--	--	24	8	0.6	50	10	1.2

Note: AP → Applied; ADM → Admitted; DR → Demand Ratio

The data shows that the demand for the programs has increased during the years 2013-14 and 2014-15.

College has taken measures such as additional training, certification/enrichment programmes and extension activities to further augment the demand for the programmes.

2.2 CATERING TO STUDENT DIVERSITY

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college is not fortunate so far to admit differently-abled students to any of the offered courses. However the college is prepared to provide special care to look after the needs of differently-abled students and to provide them with a good physical and mental atmosphere.

Following steps have been taken.

- * Ramp is constructed at different locations.
- * Parking bay is provided.
- * Anti-skid rubber mats are kept at the entrance of various places.
- * Social and emotional support from peers.
- * Issue of library books at their seats.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details

on the process.

The college analyses the knowledge level of students based on their earlier academic performance at the beginning of each semester. The teachers take a note of this and plan their teaching methods accordingly. This is done as a class activity.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge / Remedial / Add-On / Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

The following strategies are taken up by the college for enabling the students to cope with the programme of their choice.

- * Bridge courses are offered in English Language skills, Mathematics, Accountancy, Computer Fundamentals etc. during the initial days of commencement of the programme.
- * Certificate courses are conducted in English and Computer Applications.
- * Remedial coaching classes and informal tutorial sessions are conducted by all the departments by the concerned faculty for the students who require additional academic support.
- * Course specific special assignments, industrial visits help the students to gain confidence in their discipline of choice.
- * Peer teaching and collaborative learning are encouraged to tide over subject related difficulties experienced by students.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

- * The Anti Sexual Harassment Cell of the college organizes lectures on issues related to gender harassment and the legal provisions for the same.
- * Environmental Studies is kept as an inter-disciplinary subject in all the U.G. Programmes and steps are taken by the college to increase students' awareness on environmental issues.

2.2.5 How does the institution identify and respond to special educational / learning needs of advanced learners?

The faculty in-charge of each class and the individual course teachers assess the academic performance of students based on assignments, seminars, proficiency in the usage of ICT, classroom participation and internal assessment tests. Their performance in co-curricular activities is also considered to identify advanced learners. Following are the measures to give difficult challenges to the learning needs of such students.

- * Advanced learners are given opportunity to develop live software projects or carry out special projects.
- * Special assignments are given to them.
- * The concerned departments facilitate participation in State/National level competitions organized by various institutions.
- * Opportunities are provided to such students to be the office bearers of department associations.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of dropout (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Data about students at the risk of drop out are collected through the following ways.

- * Monthly attendance
- * Performance in class test, mid semester and end semester exams
- * Observing classroom participation
- * Informal feedback from hostel warden
- * Student profile
- * Involvement in extra-curricular and co-curricular activities
- * Formal and Informal teacher-student interaction

The collected data are discussed in departmental meetings and the following steps are taken to prevent drop outs.

1. Academic Support
 - * Remedial classes
 - * Peer Teaching
2. Financial Support
 - * Fees-waiver for deserving students
3. Psycho-Social Support
 - * Active individual mentoring
 - * Parent-Teacher interaction

2.3 TEACHING-LEARNING PROCESS

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print etc.)

Review and Planning in the Departments:

At the end of each semester, a departmental meeting is convened by the concerned Head of the Department to review and take stock of the semester's activities. The compliances to the plan, implementation, results and feedback received are critically reviewed and gaps are identified. Based on the review, findings and suggestions, a departmental plan for the next semester is prepared. This plan incorporates subject allocation, teaching schedule, schedule on certificate courses, remedial courses and training activities. Teaching plan is prepared for all the subjects allocated and submitted to the HOD by every individual teacher before the commencement of the semester. The teaching plan for every subject contains the information about the number of sessions allotted to each module, method of teaching each topic and details of evaluation methods. Compliance to the teaching plan is monitored by the respective HODs through the Work Diary maintained by the individual faculty.

Feedback on the teachers and curriculum delivery is collected from the students in the middle of each semester and analyzed; the analysis of students' feedback is communicated to all the teachers through the respective HODs. Performance counseling is also given by the HOD and the Principal to the teacher whenever required.

The college prepares the academic calendar in tune with the Calendar of Events prescribed by the affiliating University.

The Mid Semester Exams and End Semester Exams for all the classes are centralized and conducted by the Examination Committee following the university model. The dates of Mid Semester Exams and End Semester Exams are decided by the Faculty Council consisting of all the HODs and the Time Tables of the examinations are communicated to the students well in advance through Notice Board.

The faculty members are informed about the schedules for sending the questions papers and evaluation of answer scripts and the same is scrupulously followed.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

The IQAC of the college prepares action plans for improving the quality of teaching and learning after holding discussions with the faculty. The IQAC plays a vital role in

- * Making ICT oriented class rooms.
- * Enriching the college library.
- * Assisting all the committees in effective implementation of all activities.
- * Planning the grand inter-collegiate fest AURA
- * Periodic review of the documentation system
- * Continuous interaction with the Centre for Continuous Employability to understand the requirements of the industry and develop interventions that would help align the students with such requirements.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Teaching-Learning process is made student-centric by encouraging self-directed styles of learning, fostering group learning practices and integrating ICT and providing support systems. The various measures taken are given in the following table:

S. No.	Skill	Measures
1	Interactive Learning	Debates, Quiz, Role play, News Analysis, Case Studies, Group Discussions
2	Collaborative Learning	Group Project Work, Cultural Shows, Competitions
3	Independent Learning	Assignments, Seminars, Internships, Report Writing

Support Structure and Systems available to teachers

Infrastructure:

- * 24 x7 internet access, Wi-Fi connectivity
- * Classroom with LCD Projects
- * Computer Lab
- * On-line resources available to enhance teaching- learning process
- * Internal and External Training
- * Support to teachers to attend training outside
- * Enterprise Resource Planning System (ERP)

Learning Resources:

- * Books
- * Journals

- * On line databases including NLIST
- * Licensed Softwares

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

In line with the college's vision to be a transformational agent in education, conscious efforts are being taken in the academic and allied activities of the college to nurture critical thinking, creativity and scientific temper among the students.

Strategies adopted in this regard are listed as follows.

A. Critical thinking

- * Elocution , essay writing
- * Case studies
- * GD on topics of contemporary Socio- Economic issues
- * Activities of associations

B. Creativity

- * Drawing
- * Poster Making
- * Mehendi
- * Skit
- * Participation in inter/intra Collegiate events

A number of inter-class and inter-collegiate competitions are organized by the college to enhance critical thinking of the students and revitalize their quest for learning.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning-resources from National Programme on Technology Enhanced Learning(NPTEL) and National Mission on Education through Information and Communication Technology(NME-ICT),open educational resources, mobile education, etc.

The college offers the following facilities and technology support for enhancing the quality of Teaching- Learning.

- * E-Learning resources in the library such as INFLIBNET-NLIST, Harvard Business Services, Emerald Publishing Journals, Proquest Database.
- * IBM Business Analytics Laboratory

- * Teaching support from NPTEL
- * Networked Computer Labs
- * Language Lab
- * Wi-Fi enabled class rooms with LCD Projectors.
- * Licensed softwares
- * Laptop/Table Top for each teacher

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The college offers state-of-the art technology and facilities to students and teachers to facilitate advanced learning. The entire campus is Wi-Fi enabled. Teachers are provided with computers (Laptop/ Desktop). The wide repertoire of open courseware available in the internet is accessed and creatively used in the teaching and learning processes. College provides training to both teachers and students in the use of technology and internet resources. The library is equipped with online resources for research work.

Teachers are deputed for workshops for increasing their potential and capabilities. Faculty Development Programs are conducted regularly to develop the faculty both in teaching and research.

2.3.7 Detail (process and the number of students \ benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling /mentoring /academic advice) provided to students?

The teaching-learning process in the college is bolstered by insightful interventions by the teachers to help the students identify and overcome the difficulties experienced during the learning process. These interventions are in the form of mentoring support, academic advice and support by the course teacher and empathetic support by teaching staff.

1. All the teachers serve as mentors. New teachers are given orientation on mentoring. Both group mentoring and individual mentoring are practiced. The Mentor/Mentee allocation is done at the department level.
2. Academic counseling is facilitated through individual course teacher, HOD and Principal. Guidance for Project Work, Alumni interaction, tutorial classes by teachers form the avenues for academic support and direction.

The difficulties identified during the counseling process include interpersonal problems, academic difficulties, personality problems, family problems, adjustment problems and physiological issues.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The college provides all possible support and encouragement to teachers to bring innovation and creativity in the area of teaching-learning. Every teacher is given freedom to adopt effective teaching methods other than the ones traditionally practiced.

Following are some of the efforts initiated by the college to improve student learning:

Teaching Methods	Impact Observed	Support Provided
Use of ICT enabled teaching- learning and evaluation	<ul style="list-style-type: none"> • Increased classroom participation • More self-directed learning • Students become techno savvy • Improvement in presentation skills 	<ul style="list-style-type: none"> • LCD in classrooms • Wi-Fi connectivity • Language Lab • Licensed software
Activity Based assignments: Quiz, GD, Project work, Games	<ul style="list-style-type: none"> • Team work • Increase knowledge level 	<ul style="list-style-type: none"> • ICT support • Infrastructure support

2.3.9 How are library resources used to augment the teaching- learning process?

Uses of library resources to augment teaching-learning process are enumerated below:

- * Library facilities to access e-resources
- * Institutional membership in NLIST etc.
- * CD/DVD collections
- * Extended library hours (8.30 a.m. to 8.00 p.m.)
- * Discussion room in library to facilitate group learning
- * Library referencing made part of projects, assignments etc.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the

challenges encountered and the institutional approaches to overcome these.

The college does not face any challenge in completing the curriculum due to the following reasons.

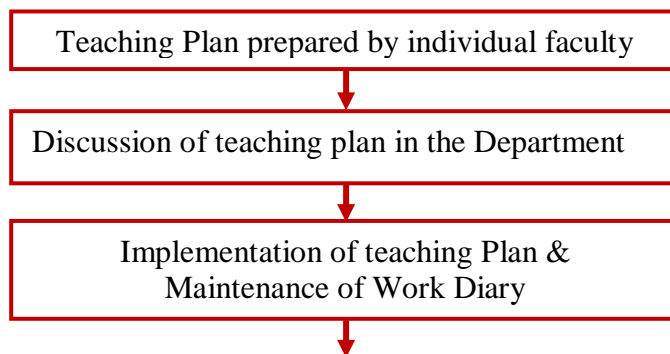
- * The academic calendar is prepared well in advance and followed in letter and spirit.
- * Preparation of teaching plan and maintenance of work diary by individual teachers.
- * Well equipped library catering to the academic requirements of students.
- * Adequate faculty in each department.
- * Working days are not missed under normal circumstances.
- * The campus is free from student unrest.

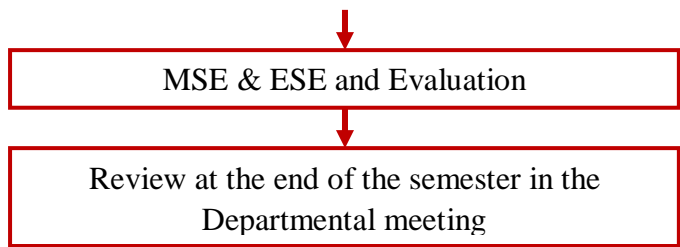
2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The following activities are carried out to facilitate and monitor the teaching-learning process.

- * Compliance with Academic Calendar, Exam Calendar and course plan is ensured by course teacher and the respective HODs.
- * IQAC organizes interim audit.
- * The learning outcomes are assessed through internal evaluation, result analysis.
- * Feedback from students is taken by the Principal's office and communicated to the faculty and HOD.
- * Use of ICT in classrooms
- * Adherence to attendance rules
- * Faculty Development Programs

The teaching learning and evaluation process in the college is illustrated below.





2.4 TEACHER QUALITY

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

The table given below shows the qualification of teachers in the college.

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc. /D.Litt.	--	--	--	--	--	--	--
Ph. D.	--	--	1	--	--	2	3
M. Phil.	--	--	--	--	3	5	8
PG	--	--	--	--	5	8	13

The college has a recruitment and retention policy to meet the changing requirements of the curriculum.

Teacher recruitments are made on the following basis

- * Manpower requirements are calculated at the departmental level based on the workload of each department.
- * Appointments are made purely on merit basis taking into account the educational qualifications, experience and research work. Teachers are selected by a Selection Committee.
- * Preference is given to persons with Ph.D. and experience.

Retention:

- * Teachers are deputed for orientation and refresher courses.
- * Teachers are supported financially for research/publication and attending conferences.

- * Steps are taken to provide job satisfaction to the teachers.
- * Work-Culture, academic ambience and beautiful campus entices teachers to continue their association with the college.
- * Salary scale based on HR policy.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The college offers only programmes at the undergraduate level in Commerce, Management, Journalism and Computer Applications and the college is located in a cosmopolitan city. Hence the college does not face any difficulty in recruiting qualified faculty with experience.

The teacher requirements are broadcasted through advertisements, college website and through the network of teachers.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

The college focuses on the faculty development activities of various departments. The measures taken aim at faculty empowerment for continuous improvement in teaching-learning and research.

Programmes	No. of faculty nominated			
	2014-15	2013-14	2012-13	2011-12
Refresher courses	--	--	--	--
HRD programmes	--	2	--	--
Orientation programmes	1	--	--	--
Staff training conducted by the university	8	--	--	--
(Summer/Winter) Workshops	2	2	--	--
Seminars/Conferences	8	--	--	1

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

- Teaching learning methods/approaches.
 - The senior teachers of the college give informal training to the junior teachers regarding the teaching methods and approaches in the changing academic scenario.
 - The college Librarian organizes training program for the teachers on how to make use of the e-resources.
- Handling new curriculum.
 - Four faculty members (Ms. Azeema Tabasum, Ms. Swarnika Dixit, Ms. Nagalakshmi & Mr. Bhavesh Kumar) attended the workshop organized by Bangalore University on the implementation of CBCS on 5th November 2014.
 - Ms. Nagalakshmi attended orientation programme of B.Com & BBM/BBA Syllabus of Bangalore University at SSMRV College on 8th February 2014.
 - Ms. Azeema and Ms. Vandana attended workshop on handling new curriculum organized by Bangalore University.
- Content /Knowledge Development
 - 3-days Faculty Development Program on ‘Design Thinking’ was held on 5th, 6th & 7th June 2015 conducted by Tinker Labs.
- Selection, development and use of enrichment materials
 - Every teacher is motivated to make use of PPTs and videos related to the topics that are taught. The teachers have the freedom to develop and enrich the subject matter as they deem fit.
- Assessment
 - Four faculty members (Ms. Azeema Tabasum, Ms. Swarnika Dixit, Ms. Nagalakshmi & Mr. Bhavesh Kumar) attended workshop on the implementation of CBCS on 5th November 2014.
- Cross cutting issues
 - Awareness is created among all the teachers through sufficient guidance

by the respective HODs and Principal to practice an inclusive approach to minority, differently-abled and women students. This has created a healthy atmosphere between teachers and students and among students.

- Audio visual Aids/ multimedia
 - a) All classrooms of the college are provided with technological gadgets and all teachers are being given sufficient training to use them.

c) Percentage of faculty:

Details of faculty participation and contribution during the year 2014-15, are given below:

1	Percentage of faculty as resource persons	--
2	Faculty participation in workshops(%)	9%
3	Papers presented (%)	75%

2.4.4 What policies / systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- The college permits teachers to take any number of books from the college library for the purpose of research.
- Access to top class electronic journals and resources.
- Faculty Development Programs conducted.
- Internet and reprographic facilities are provided.
- Motivation through rewards and recognition
- Computer lab facility is provided to all.
- Encouragement to take part in seminars, workshops and conferences

2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

- Overall outstanding paper (I Prize) awarded to Ms. Nagalakshmi in ICSSR sponsored National Conference at Periyar Maniammai University, Thanjavur, Tamilnadu for the paper titled on “Crowd Funding – An emerging trend in India” on 26.3.2014.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The college has developed a structured mechanism for getting feedback from the students in every semester. The feedback is analyzed and the results are communicated to the teachers through the respective HODs. Corrective measures based on feedback are taken wherever necessary at the department level by the respective HODs. The feedback, self appraisal of teachers and results produced in the university exams, administrative involvement, research, publications and contribution to student progression are used for the performance appraisal of the teachers. Based on the review, the individual teacher decides his/her focus of improvement and takes necessary steps.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

Information about the evaluation processes are communicated to the stakeholders through various modes of dissemination.

- * The Principal and HODs provide the information regarding the evaluation processes to the students during the induction program.
- * Information on evaluation process is explained to the students by the course teacher during the opening address to the class.
- * Student Hand book

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The affiliating university has introduced Choice Based Credit Systems (CBCS) for all the UG Programmes from 2014-15. This has brought a major shift from marks to grading system. Similarly changes were also brought in internal marks by prescribing weightages.

The college is affiliated to Bangalore University and hence it is mandatory to adopt the evaluation process prescribed by the University for internal assessment and university exams.

However the college conducts Mid-Semester and End-Semester Exams under centralized system following the University Pattern for question paper setting and

evaluation and the marks scored by the students in MSE and ESE are used to compute internal assessment marks.

To facilitate the smooth implementation of CBCS, the university conducted training sessions to selected teachers by academic experts of the university. The trained teachers in turn gave training to other teachers in exclusive sessions. Further the teachers have acquainted the students with the new system of evaluation.

The evaluation of the students consists of two components viz. Internal Assessments and University Examinations. Grading system was in vogue earlier for internal assessment and the university introduced marking system in the year 2014-15. At present, internal assessment has 30 marks and university evaluation has 70 marks in each subject.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

For the effective implementation of the evaluation reforms, the college has adopted the following mechanisms.

- * The Examination Committee is constituted by the Principal for the smooth conduct of MSE and ESE.
- * The Examination Time Table is prepared and finalized with the HODs and the same is intimated to the students through Notice Board well in advance.
- * The internal marks are published in Notice Board prior to the University examinations and the same is uploaded in the university web portal as directed by the University.
- * Hard copies of internal marks and supporting documents are downloaded and submitted to the university and also filed by the respective departments.
- * IQAC monitors the conduct of the examinations, valuation of answer scripts and dissemination of assessment outcomes to students.

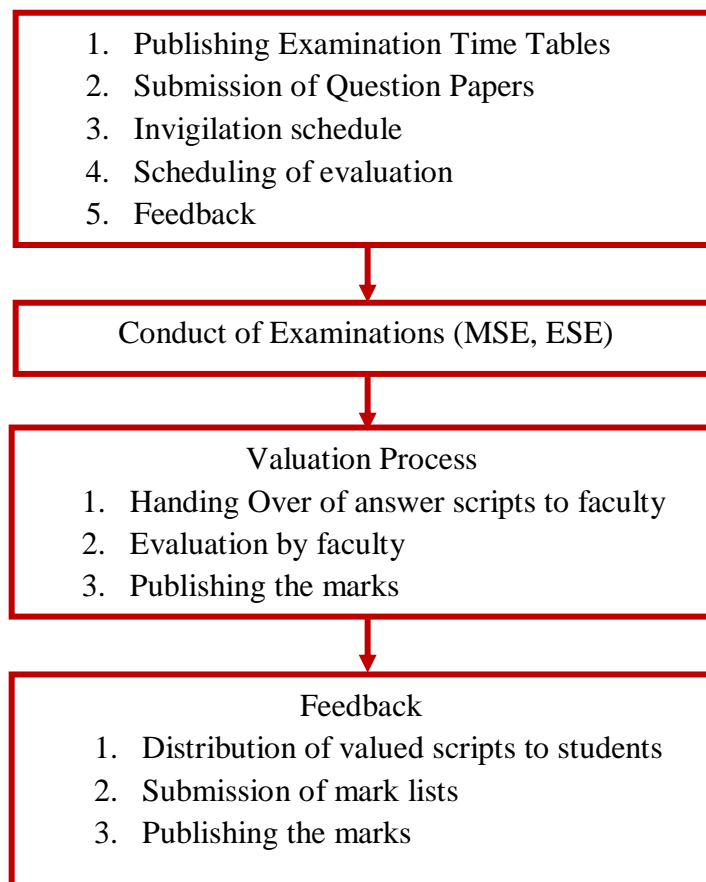
The college is keen in implementing the evaluation reforms prescribed by the university in letter and spirit.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievements. Cite a few examples which have positively impacted the system.

The college ensures quality and rigor in the Formative Assessment process by adhering to the university and institutional norms and assigning the responsibility of coordinating to the Examinations Committee. The internal marks obtained in assignments, class tests, MSE, ESE are informed to each student. The summative

assessment is done by the university.

The process of Formative Assessment is depicted below.



Some Positive Outcomes:

- * Streamlining of Internal Assessment Process
- * Student oriented remedial coaching and peer teaching

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

As per the norms for internal assessment designed and implemented by the university, the components for internal assessment are internal tests, assignments, seminar and attendance. For the UG Programs the weightages are as follows.

Components	Non CBCS	CBCS
Attendance	2	10
Test Marks	5	10
Assignments	3	10
Max. Marks	10	30

The students involvement in other activities such as NSS, YRC, Sports, Cultural activities, extra-curricular activities are also taken into account for assessment under co-curricular and extension activities and assessed for 50 marks.

2.5.6. What are the graduates attributes specified by the college / affiliating university? How does the college ensure the attainment of these by the students?

The Graduate Attributes for the college have been developed through a participatory process involving students, alumni, faculty and Principal.

The following are the graduate attributes.

- * Ability to work in teams.
- * Effective Communication (oral & written)
- * Concern for Physical wellness.
- * Academic Proficiency
- * Moral and Ethical Values
- * Compatibility with job market.

The college strives its best to ensure attainment of the above attributes by maintaining disciplined academic atmosphere wherein a student gets involved in all the activities.

2.5.7 What are the mechanisms for Redressal of grievances with reference to evaluation both at the college and University level.

The following mechanisms are available to the students for their grievances in internal assessment and university valuation.

1. For addressing the grievances related to internal assessment, a three-tier system is in place. Students who are not satisfied with their internal marks can approach the respective course teacher for getting their grievances addressed. If they are not satisfied on the response of the course teacher,

they can represent the same in writing to the concerned HOD. In case they are not satisfied by the action taken by the HOD, they are free to appeal to the Principal. Most of the students grievances regarding internal marks are sorted out at the level of course teacher.

2. If students are not satisfied with the marks awarded in the university examination, they can apply to university for getting the photocopy of the answer scripts as a first step, and after necessary consultation with the teachers, they can apply to university for revaluation of their answer scripts.

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The learning outcomes are discussed and deliberated by the faculty at the department level and the teaching is carried out keeping the learning outcomes in mind.

The broad learning outcomes accepted in the college are enumerated below.

- * Ability to apply the knowledge acquired to solve problems and real time situations.
- * Ability to design and conduct experiments as well as to analyze and interpret data.
- * Ability to discuss and deliberate the concepts and the applications.
- * Ability to engage in life-long learning.
- * To produce excellent results in university examination.
- * To enhance the employability of the students.

The learning outcomes are conveyed to the stakeholders through the following.

- * Official website of the college.
- * In departmental meetings to the faculty.
- * To the students, through teachers.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course / programme? Provide an analysis of the students' results/achievements. (Programme / coursewise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

For the internal assessment in all courses, the college strictly follows the norms set by the university like weightage for attendance, tests, assignments, seminars etc.

In order to ensure transparency in internal assessment the following measures are taken:

- * Publishing internal marks in the Notice Board prior to uploading the marks in the university website.
- * In case a student has assessment related grievance he/she can approach
Course faculty → HOD → Principal to redress the grievance

**Analysis of students results in university examinations:
(The average of results in various subjects is given)**

B.Com.

Batch	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI
2010-13	80.89	88.33	94.33	96.89	76.37	94.46
2011-14	73.00	86.00	86.95	79.28	92.00	78.83
2012-15	90.46	85.82	97.61	100.00	100.00	97.2
2013-16	87.50	88.09	86.85	98.44	--	--

BBM/BBA

Batch	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI
2010-13	88.90	85.28	93.66	87.73	91.13	88.27
2011-14	71.51	76.33	86.23	85.11	96.00	81.45
2012-15	66.75	73.42	71.40	75.21	97.00	98.5
2013-16	70.00	84.52	87.47	88.4	--	--

BCA

Batch	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI
2010-13	84.23	81.43	80.25	95.13	93.57	100.00
2011-14	77.29	71.43	83.92	83.62	91.42	92.83
2012-15	91.26	83.59	88.00	91.62	87.14	91.6
2013-16	95.00	89.89	91.75	98	--	--

BA(Journalism)

Batch	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI
2010-13	--	--	--	--	--	--
2011-14	--	--	--	--	--	--
2012-15	--	--	--	--	--	--
2013-16	100.00	97.21	100.00	100	--	--

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The teaching, learning and assessment strategies of the college are part of curriculum implementation process. They are structured into 4 stages to facilitate the achievement of the intended learning outcomes.

Stage I: Planning at the Departmental level:

This includes allocation of papers (subjects) to the teacher, teaching plan, submission of teaching plan to the HOD. Student centric teaching-learning pedagogies such as ICT integrated teaching, assignments, case studies, experimental learning etc are included in the course plan.

Stage II: Course Delivery

Teaching hours based on the norms of the University are scheduled for the concerned teachers.

Stage III: Evaluation and Feedback:

Course evaluation is carried out according to the evaluation procedure prescribed by the university and followed by the college. Formative and Summative evaluations are done in each semester. The results of assessment are communicated to the students through appropriate channels. Remedial Teaching is arranged as and when needed.

Stage IV: Departmental Review.

The department reviews the courses, transactions and achievement of the course objectives.

It is important to add here that since the education system is still examination oriented, the teaching strategy sticks to the examinations mostly and the teachers concentrate primarily on preparing the students for the examinations. ICT based

teaching is ensured. Industrial visits are organized to enhance the understanding of the subjects.

2.6.4 What are the measures / initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Specific steps are taken by the college to make the programmes offered socially and economically relevant. The Society running the college has established a unique unit called Centre for Continuous Employability (CCE) which takes care of placement and related activities. It is headed by a Director.

They include:

- * The college has a structured Placement Cell which functions under the CCE for organizing career orientation programmes, placement training and aptitude test for the students.
- * Placement brochures are prepared to facilitate placement.
- * Projects assigned to students in the areas of marketing, human resources etc. develop research skills and aptitude.
- * The college also fosters innovation and entrepreneurship among students.
- * Representatives of recruitment agencies are allowed to meet the students to create awareness.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The departments gather data on student performance, and learning outcomes through semester wise formative and summative result analysis.

Based on the data collected on student performance the following actions are taken.

- * Remedial programs are initiated to support students weak in specific subjects.
- * Peer teaching is encouraged among students.
- * Certificate Courses are offered by the college for capacity building in students.
- * Efforts are taken to increase the placements every year.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

The following strategies are deployed for monitoring and ensuring the achievements

of learning outcomes.

- * Preparation of Teaching Plan with learning outcomes and evaluation procedures.
- * Mentoring support is enabled through analysis of formative and summative results.
- * Course feedback from students to assess the quality of the curriculum delivery.
- * Analyzing progression of students to higher education and job placements.
- * Assessing students in placements drives and academic results.

The achievements of learning outcomes are monitored by course faculty, H.O.D and Principal with necessary support from IQAC.

2.6.7 Does the institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.

Semester wise formative and summative assessment outcomes are measured using internal assessment tests, assignments, seminars, quizzes, discussions, projects and attendance monitoring.

The departments and the course teachers use these assessment and evaluation outcomes as an indicator for evaluation of students’ performance, achievement of learning objectives and planning.

Assessment and evaluation outcomes are discussed in the departmental meetings. The inputs and insights are incorporated in the planning for the succeeding semester.

The college takes a note of students who are outstanding in co-curricular and extra-curricular activities and they are given due importance in evaluation, albeit, the system does not provide scope for such students.



Criterion - III

Research, Consultancy and Extension



CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

At present, the college does not have a research center recognized by the affiliating university. However the college is planning to establish a research center, since there are Ph.D. qualified teachers in Management and Commerce departments.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The college encourages research but it is confined at the individual level. The college has taken the initiative to constitute a Research Advisory Committee to monitor and address the issues of research in tune with the research policy of the college.

Composition of Research Advisory Committee

The Research Advisory Committee comprises of Dr. Gopalan M.R. as the Chairman and three teachers with Ph.D. degree as members of the committee. The committee has recommended the following schemes:

1. Best project work award in each department carried out by the students of various UG programmes. This is expected to result in increased awareness and interest among students in research activities.
This carries a cash award of Rs.1000/- each to the students of various departments. This will be introduced in the academic year 2015-16.
2. Providing financial support to the teachers who undertake minor research projects. Each project will get a financial support to the extent of Rs.10000/- . The scheme will come into effect from the academic year 2015-16.
3. Purchase of softwares for carrying out research such as SPSS, Visual PLS, AMOS etc. The procurement of softwares is expected to enhance the quality of research work.
4. Develop a comprehensive research policy to institutionalize research activities.
5. Encourage, foster and conduct research as an indispensable function of college activities.

6. Create a college journal for printing articles, project reports of research.

The college is taking steps to implement the recommendations of the Research Advisory Committee.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

The research activities of the college are yet to commence. However the college will provide the following for smooth progress and implementation of the research work.

❖ Autonomy to the Principal Investigator:

- Freedom to buy books in the field of research.
- Duty leave/flexibility and concession in workload.
- Institutional support of Rs.10000/- for carrying out the research work/project

❖ Timely availability or release of resources:

- Seed money will be given to the Principal Investigator and released upon the fulfillment of required conditions.
- Financial support to attend research related workshops/conferences.

❖ Adequate infrastructure and human resources:

The following will be provided to support research work.

- Network Resource Centre in the library.
- Wi-Fi connectivity.
- Separate workstation.
- Discussion room in the library.

❖ Time-off, reduced teaching load, special leave etc. to teachers:

- Duty leave/concession in workload to research work.
- Special leave will be extended based on merit of the case.

❖ Support in terms of technology and information needs:

- Books/Journals/Periodicals in the library.
- INFLIBNET-NLIST, EBSCO, J-Gate, Harvard Business Services, Emerald Publishing Journals, Proquest Database
- E-Journals, E-books and softwares for research.
- Reprographic facility.

❖ **Expertise of faculty:**

Department	Name	Area of research
Management	Dr. N. Ramu	Marketing
	Dr. Karpagam T.	Marketing & Human Resources
	Ms. Vandana Srivastava	Marketing & Human Resources
	Mr. Seshachalam. A	Finance
	Ms. Manisha Saxena	Marketing
Commerce	Ms. S. Nagalakshmi	Finance
	Ms. P. Muthulakshmi	Accounts
	Mr. S. Prabakar	Human Resources
	Dr. Gitanjali	Accounts
Computer Applications	Mr. Bhavesh Kumar	Big Data
	Ms. Sinzy Silvester	Big Data
	Mr. Ambanna S. Madhabavi	Fuzzy Logic
English	Ms. Sirisha	Indian Writing in English (IWE)
Psychology	Ms. Akeela P.	Educational Psychology

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The college takes efforts based on the research policy to enhance research culture in the campus. Following are the steps,

- The Research Advisory Committee will recommend to the Management on developing scientific temper and research culture and aptitude among the students.
- Research projects as part of the curriculum.
- Faculty guidance and support to students at all stages of project work.
- Faculty Development Programs.

Departmental level efforts to enhance research aptitude:

- Conducting research methodology/ Workshop/ Short Term courses to inculcate research culture.
- Training on the use of research specific softwares for data analysis.
- Adhering to department prescribed format for preparing reports.

- Orientation program for project by the students of BBA/BCA in the fifth semester.
- Awards for Best Project in each department.
- Mini projects like Market Analysis, Performance Analysis of Banks/Companies for Commerce students.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The teachers of the college are actively involved in research including that of students. Three teachers of the college have qualified for Ph.D. and eight teachers have done M.Phil. The research work of two teachers is progressing. These teachers motivate students in analytical approach to what they learn.

Details of students’ projects guided by teachers are given below.

Program	2010-13	2011-14	2012-15
BBM	41	16	13
B.Com.	-	-	-
BCA	7*	4*	6*
BA(J)	-	1	2

**Group Projects*

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The details of workshops/Seminars conducted at the college and department level with a focus on capacity building and imbibing research culture in the campus are given below.

S. No.	Topic	Level	Date
1	Workshop on ‘Present Media Scenario’	Student	11.3.14
2	Workshop on ‘C and C++’	Student	2.4.14

3	Workshop on 'JAVA Programming'	Student	12.9.14
4	Workshop on 'Advanced C++'	Student	24.9.14
5	Workshop on 'Netbeans'	Student	22.9.14
6	Workshop on 'PHP & MySQL'	Student	19.3.15
7	Workshop on 'Trajectory of Academic Careers: Enhancing Teaching and Scholarship for Professional Advancement'	Faculty	29.4.15 & 30.4.15
8	Training Program on Research Databases	Faculty	17.6.15

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

The prioritized areas of research are Commerce, Computer Applications, English, Psychology and Management. The expertise of faculty for research is given in the following table.

Department	Name of Faculty	Area of research
Management	Dr. N. Ramu	Marketing
	Dr. Karpagam T.	Marketing & Human Resources
	Mr. Seshachalam. A	Finance
	Ms. Manisha Saxena	Marketing
Commerce	Ms. S. Nagalakshmi	Finance
	Ms. P. Muthulakshmi	Accounts
	Mr. S. Prabakar	Human Resources
	Dr. Gitanjali	Accounts
Computer Applications	Mr. Bhavesh Kumar	Big Data
	Ms. Sinzy Silvester	Big Data
English	Ms. Sirisha	Indian Writing in English (IWE)
Psychology	Ms. Akeela P.	Educational Psychology

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

At present the college is offering programmes at the undergraduate level only. Lectures by eminent scholars are arranged by the various departments of the college and these lectures help in enrichment of knowledge and prepare the students for higher studies (PG) and employability. Hence the visits of the scholars are mainly for guiding the students in this direction only.

The teachers interact with the experts invited and get updated regarding the avenues available for research work. The departments are provided with financial assistance to bring experts to the campus.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The college is planning to introduce sabbatical leave facility to the teachers for research activities.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The college will ensure to share with others the researched knowledge through website, print and online media, institutional procedures (Library) and faculty as resource persons. This will provide the appropriate channels for dissemination of knowledge through research. Once the college produces sufficient research work, the above will be practiced.

3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The college is self funded and is offering only UG programmes at present. Hence no exclusive amount is earmarked for research activity, though the Society running the college has a budget for research. However, the college earmarks sufficient funds for journals, online resources, Wi-Fi facility and paper presentations in seminars towards research activities of teachers. The amount spent on various heads is given below.

Year	Journals	On-line Resources	Wi-Fi Internet Charges
2011-12	4940	2,47,830	6,57,000
2012-13	11494	2,53,666	6,57,000
2013-14	12904	2,91,711	6,57,000
2014-15	13882	7,60,773	6,00,000

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The research policy of the college contains the provision of research funding including seed money to promote research among teachers. This policy is going to be implemented from 2015-16 following the recommendation of Research Advisory Committee. According to this a seed money of Rs.10000/- will be provided to teachers who take up minor research projects. It may be added that this is a magnanimous initiative and incentive of the management to promote research culture in the college.

3.2.3 What are the financial provisions made available to support student research projects by students?

The college will be implementing from the year 2015-16 the recommendation of Research Advisory Committee to give a cash award of Rs.1000/- for the best project carried out by students in each department.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The Research Advisory Committee explored the possibilities of inter-disciplinary research. The committee resolved to study the matter in depth after getting the views of the researchers.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The college follows a liberal policy of providing research facilities to everyone including teachers, students and even outsiders. The optimal usage will be ensured by providing availability, accessibility, motivation and flexible timings. The usage of all resources is monitored and measured. The following measures are taken for

research by students and teachers:

- ❖ The students/teachers will be permitted to use online resources and research softwares.
- ❖ Extended library and lab hours.
- ❖ Wi-Fi, internet, online resources will be provided free of cost.
- ❖ Reprographic facilities will be available at concessional rates.
- ❖ Exclusive space for researchers in the library.
- ❖ Library and Lab will have registers to keep track of their use.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The college has not so far received any grant from government funding agencies or industry for developing research facility.

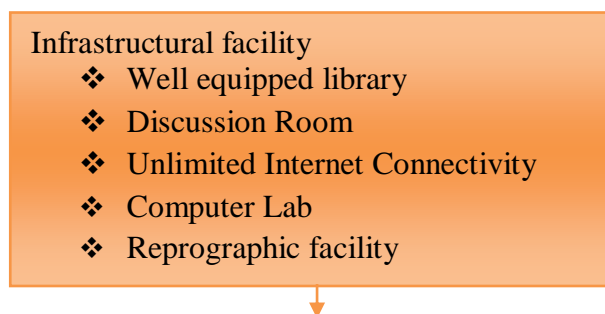
3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

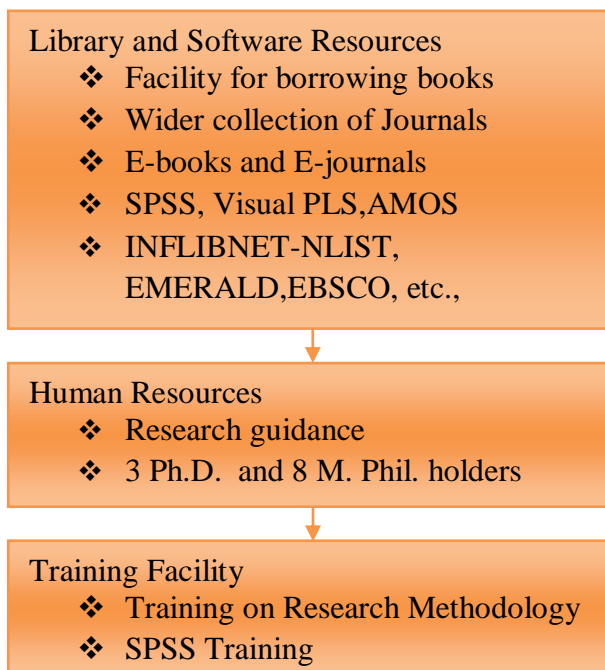
The college will extend support to the faculty in securing funds from funding agencies, industry etc., after getting NAAC accreditation and recognition from UGC under sections 2(f) and 12(B).

3.3 RESEARCH FACILITIES

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The facilities available in the college for research scholars to students are illustrated in the following diagram.





3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college recognizes the importance of furthering research in the new and emerging areas. Research Advisory Committee takes the initiatives for planning, upgrading and creating infrastructural facilities for research. Individual departments also come forward to support in their research areas. The IT department of the college takes care of maintenance and upgrading of IT facilities for carrying out research in the college.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If ‘yes’, what are the instruments / facilities created during the last four years.

The college has not received any special grants or finances from industry and funding agencies for developing research facility.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

At present, the college is not providing any research facility to the scholars outside the campus. However the college is ready to provide the library and lab facilities for research work, if requests are received from outside scholars.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

The details of facilities available for researchers are given below:

Facilities	
Lab and Software	Library
<ul style="list-style-type: none"> ✓ Computer Lab ✓ SPSS, Visual PLS, AMOS etc. softwares ✓ Microsoft SQL Server, Microsoft Visual Studio, Microsoft Dynamics (ERP), Microsoft CRM. ✓ Microsoft Office Suite ✓ Hadoop 	<ul style="list-style-type: none"> ✓ E-Journals, Research Publications ✓ Discussion Room ✓ Network Resource Centre ✓ Workspace for using Laptops ✓ Databases such as: INFLIBNET-NLIST, EMERALD, EBSCO, etc.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

As the college is still in the infant stage, the college has not developed collaborative research facilities so far but is determined to have the same before the next NAAC accreditation.

3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Highlight the major research achievements of the staff and students in terms of

- **Patents obtained and filed (process and product)**
Not achieved so far.
- **Original research contributing to product improvement**
Not achieved so far.
- **Research studies or surveys benefiting the community or improving the services**
The following faculty members are engaged in research studies:

S. No.	Name	Department	Area
1	Dr. N. Ramu	Management	Marketing
2	Dr. Karpagam	Management	Marketing and HR
3	Mr. Seshachalam. A	Management	Finance
4	Ms. Manisha Saxena	Management	Marketing
5	Ms. Nagalakshmi	Commerce	Finance
6	Ms. Muthulakshmi	Commerce	Accounting
7	Dr. H.S. Gitanjali	Commerce	Accounting
8	Mr. Prabakar	Commerce	HR
9	Ms. Sinzy Silvester	Computer Applications	Big Data
10	Mr. Bhavesh Kumar	Computer Applications	Big Data
11	Ms. Sirisha	English	Indian Writing in English
12	Ms. Akeela P.	Psychology	Educational Psychology

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The college has not started publishing any research journal independently or jointly.

3.4.3 Give details of publications by the faculty and students:

- Publication of faculty**

S. No.	Name of the faculty	Subject	No. of Publications
1	Dr. N. Ramu	Management	6
2	Dr. Karpagam	Management	3
3	Mr. Seshachalam. A	Management	2
4	Ms. Nagalakshmi	Commerce	6

5	Ms. Muthulakshmi	Commerce	3
6	Ms. Sinzy Silvester	Computer Applications	1
7	Mr. Bhavesh Kumar	Computer Applications	1
8	Mr. Ambanna S Madhabavi	Computer Applications	6
9	Mr. S. Prabakar	Commerce	1
10	Ms. Sirisha K.	English	1
11	Ms. Vrushali Manohar	Mathematics	1
12	Ms. Nagaratna Dewakar	Psychology	1
Total			32

• **Details of papers published by faculty and students in peer reviewed journals (national / international)**

- 1) Dr. N. Ramu- Research paper entitled "The influence of Personal Values on purchase frequency among college students in Coimbatore" published in the referred International Journal 'International Journal of Applied Services Marketing Perspectives'. ISSN no: 2279-0977, ISSN: 2279-0985 Volume: 3, Issue: 4, October – December 2014.
- 2) Dr. N. Ramu- Research paper entitled "A comparative study on Psychographics & Purchase frequency among college students in Coimbatore" published in the referred International Journal 'International Journal of Management & Social Sciences'. ISSN no: 2249-0191, Volume: 2(1) July 2012.
- 3) Dr. N. Ramu- Research paper entitled "A Study on the factors influencing the adoption of internet banking using the extended technology acceptance model" in the proceedings of the National Conference on "Emerging Trends in Global Business" conducted by RVS Institute of Management Studies, Coimbatore, published by NCRC Publications, Coimbatore, ISBN: 978-93-81537-00-8
- 4) Dr. N. Ramu- Research paper entitled " A Study on Lifestyle Effect on Purchase Frequency of Arts and Science College Students in Coimbatore", in the proceedings of the National Conference on "Challenges, Opportunities and Emerging Trends in Marketing" conducted by Periyar

- Maniammai University, Vallam, Thanjavur, published by Excellent Publishing House, New Delhi, ISBN: 978-93-81583-66-1
- 5) Dr. N. Ramu- Research paper entitled “A Study on Psychographics Effect on Purchase Frequency of Engineering College Students in Coimbatore”, published in ‘SNS Journal of Marketing’, ISSN No: 0975-7627, July 2011-Dec 2011
 - 6) Dr. N. Ramu- Research paper entitled “A Study on Mobile Advertisement as a Medium for Promotion of Brands”, published in ‘SNS Journal of Marketing’, ISSN No: 0975-7627, Volume: 1, Issue: 2, June 2010-Jan 2011.
 - 7) Dr. T. Karpagam ,V J Sudhakar and, N. Arun Shankar- Research paper entitled “A New Approach for Finding an Optimal Solution for Transportation Problems”, published in the referred International Journal ‘European Journal of Scientific Research’, ISSN no.: 1450-216X, 2012, Volume: 68, Issue: 2, Page No. 254-257.
 - 8) Dr. T. Karpagam, V.J. Sudhakar, N. Arunsankar and M. Dhanasekaran- Research paper entitled “Flow Based Algorithm”, published in the referred International Journal ‘American Journal of Applied Sciences’, ISSN no. :1546 -9239, Volume: 9, Issue: 2, Page Nos 238-239, 2012.
 - 9) Dr. T. Karpagam, V. Navaneetha Kumar, and N. Arunsankar- Research paper entitled “N K Algorithm to Lay Milk Line for Transporting Maximum Capacity Through Shortest Route”, published in the referred International Journal ‘Open Problems Compt. Math’. ISSN no.: 1998 - 6262, Volume: 3, Issue: 5, December 2010.
 - 10) Mr. Seshachalam. A - Research paper entitled “Managing Stress in Workplace” published in the referred International Journal ‘-International Journal of Business Intelligence and Innovations’. ISSN no: 2348 4705, Volume: 1, Issue: 1, Page No: 17-22, March 2015.
 - 11) Mr. Seshachalam. A - Research paper entitled “Women Entrepreneurs in India” published in the referred International Journal ‘Indo Global Journal of Commerce and Economics’. ISBN no: 2393-9796, Volume: 2, Issue: 4, Page No: 114-117, May 2015.
 - 12) Ms. Nagalakshmi S. - Research paper entitled ”An article on IFRS implementation & Challenges in India” published in the referred International Journal ‘Global Journal for Research Analysis’. ISSN no: 2277-8160, Volume: 3, Issue: 11, November 2014.
 - 13) Ms. Nagalakshmi S. - Research paper entitled ”Growth of e-Commerce firms in India through Venture Capital Financing” published in the

- referred International Journal 'International Journal for Research and Innovation'. ISSN no: 2321-5615, Volume: 2, September 2014.
- 14) Ms. Nagalakshmi S. - Research paper entitled "A study on importance of measuring HRs effectiveness" published in the referred International Journal 'Indian Journal of Applied Research'. ISSN no: 2249-555X, Volume: 3, Issue: 12, December 2013.
 - 15) Ms. Nagalakshmi S. - Research paper entitled "Role of BPO and its impact on Indian Economy" published in the referred International Journal 'Asian Pacific Journal of Research'. ISSN no: 2320-5504, Volume: 1, Issue: 4.
 - 16) Ms. Nagalakshmi S. - Research paper entitled "Currency depreciation & devaluation with respect to Indian Economy" published in the referred International Journal 'SNS Journal of Finance'. ISSN no: 0975-1408, Volume: 1, Issue: 4, July-December 2012.
 - 17) Ms. Nagalakshmi S. - Research paper entitled "Crowd Funding-An emerging trend in India" published in the referred International Journal 'International Journal of Scientific Research'. ISSN no: 2277-8179, Volume: 3, Issue: 4, April 2014, Page Nos.: 71 to 73.
 - 18) Ms. Muthulakshmi P. - Research paper entitled "Creativity and Innovation for Contemporary Managerial Issues" published in the referred International Journal 'International Journal of Scientific Research'. ISSN no: 2277-8179, Volume: 3, Issue: 4.
 - 19) Ms. Muthulakshmi P. - Research paper entitled "Growth of E Commerce Firms in India through Venture Capital Finance" published in the referred International Journal 'International Journal of Research & Business Innovation'. ISSN no: 2321-5615, Volume: 2, September 2014.
 - 20) Ms. Muthulakshmi P. - Research paper entitled "Factoring – An Untapped Resource for Indian SMEs" published in the referred International Journal 'Global Journal for Research Analysis'. ISSN no: 2277-8160, Volume: 3, Issue: 1.
 - 21) Ms. Sinzy Silvester. - Research paper entitled "A Study on Children Health in India-A Case for Big Data Analytics" published in the referred International Journal 'International Journal of Innovations & Advancements in Computer Science'. ISSN no: 2347-8616, Volume: 4, Issue: 4, April 2015, Page Nos: 45 to 59.
 - 22) Mr. Bhavesh Kumar. - Research paper entitled "A Study of Unemployment in India: A Path towards Big Data Analytics" published in the referred International Journal 'International Journal of Innovations

- & Advancements in Computer Science'. ISSN no: 2347-8616, Volume: 4, Issue: 4, April 2015, Page Nos.: 60 to 74.
- 23) Mr. Ambanna S. Madhabavi. - Research paper entitled "On Some Recent in Fuzzy g -Homeomorphism in Fuzzy Topological Spaces" published in the referred International Journal 'International Journal of Multidisciplinary Research and Advances in Engineering'. ISSN no: 975, Volume: 2, Issue: 1, April 2010, Page Nos.: 411 to 427.
- 24) Mr. Ambanna S. Madhabavi.- Research paper entitled "On Some Stronger Forms of Perfectly Fuzzy \square \square Continuous Functions" published in the referred International Journal 'International Journal of Mathematical Science and Engineering Applications'. ISSN no: 975, Volume: 4, Issue: 5, December 2010, Page Nos.: 435 to 439.
- 25) Mr. Ambanna S. Madhabavi. - Research paper entitled "On Some Stronger Forms of Strongly Fuzzy g^* \square \square Continuous Functions" published in the referred International Journal 'International Journal of Mathematical Science and Engineering Applications'. ISSN no: 975, Volume: 4, Issue: 5, December 2010, Page Nos: 355 to 360.
- 26) Mr. Ambanna S. Madhabavi. - Research paper entitled "(Ti-Tj)-Pre-Semi-Closed Sets(Ti-Tj)-Pre-Semi-Continuous Maps and(Ti-Tj)-Pre-Semi-Irresolute Maps in Bitopological Space" published in the referred International Journal 'International Journal of Mathematical Science and Engineering Applications'. ISSN no: 975, Volume: 4, Issue: 5, December 2010, Page Nos: 389 to 408.
- 27) Mr. Ambanna S. Madhabavi. - Research paper entitled "On Some Stronger Forms of Completely Fuzzy g -Continuous Functions" published in the referred International Journal 'International Journal of Mathematical Science and Engineering Applications'. ISSN no: 975, Volume: 4, Issue: 5, January 2011, Page Nos.: 10 to 107.
- 28) Mr. Ambanna S. Madhabavi. - Research paper entitled "On Some Stronger Forms of Completely Fuzzy \hat{g} -Continuous Functions" published in the referred International Journal 'International Journal of Mathematical Science and Engineering Applications'. ISSN no: 975, Volume: 4, Issue: 5, January 2011, Page Nos: 33 to 37.
- 29) Mr. S. Prabakar. - Research paper entitled "Employees satisfaction and Welfare measures, a case study with special reference to Don-Bosco College of Arts & Science, Dharmapuri, Tamilnadu" published in the referred International Journal 'Asia Pacific Journal of Research'. ISSN no: 2320-5504, Volume: 34, Issue: 10, October 2013, Page No.s: 92 to

96.

- 30) Ms. Sirisha K. - Research paper entitled "Writing about People (an interview with Sashi Deshpande)" published in the referred International Journal 'Research Journal of English Language & Literature'. eISSN no: 2321-3108, Volume: 2, Issue: 4, 2014, Page Nos: 221 to 223.
- 31) Ms. Vrushali Manohar - Research paper entitled "Graph Theory: Network Flow" published in the referred International Journal 'Information Technology Management'. ISBN no:978-3-8454-4046-0, 2011, Page Nos:46-54.
- 32) Ms. Nagaratna Dewakar - Research paper entitled "Weight Management among obese women" published in the referred International Journal 'Samyoga'. ISBN no:2231-3362, Volume: 7, Issue: 1, January 2012, Page Nos:137-148.

- **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.)**

Nil

- **Books Authored**

Faculty	Book Name	Publisher	ISBN/ISSN
Dr. H.S. Gitanjali	Macro Business Environment	Thakur Publishers, Bangalore	978-93-82249-99-3
Mr. Seshachalam. A	Advanced Financial Accounting	Thakur Publishers, Bangalore	978-93-51633-55-6
Mr. Seshachalam. A	Financial Management	Thakur Publishers, Bangalore	978-93-51635-22-2

- **Monographs: NIL**
- **Chapter in Books: NIL**
- **Books Edited: NIL**
- **Books with ISBN/ISSN numbers with details of publishers: 3**
- **Citation Index: NIL**
- **SNIP: NIL**
- **SJR: NIL**

- Impact factor: NIL
- h-index: NIL

3.4.4 Provide details (if any) of

- **Research awards received by the faculty**

Best paper award by Ms. Nagalakshmi, Assistant Professor of Commerce. Overall outstanding paper I and Prize awarded for paper presented in ICSSR sponsored National Conference at Periyar Maniammai University, Thanjavur, Tamilnadu for the paper titled on “Crowd Funding – An emerging trend in India” on 26.3.2014.

- **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

Mrs. S. Nagalakshmi of Department of Commerce was awarded with ‘Best Teacher Award’, a cash award of Rs. 25,000 given by IFIM College during 2014-15.

- **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

The achievements of teacher in research work are recognized at the time of appraisal and sanctioning of increments.

3.5 CONSULTANCY

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The college is taking efforts to provide consultancy services but yet to start the same.

Policy of the college regarding Consultancy and Extension makes the college committed to develop the college into a Knowledge Centre in order to share the knowledge and expertise with various stakeholders such as industries, organization and communities.

The Research Advisory Committee and Placement Cell of the college (monitored by CCE) play an important role in establishing institute-industry interface. A faculty member is also identified as coordinator for general coordination for consultancy from the academic year 2015-16.

The college takes efforts to establish linkages with industry through meetings, industrial visits, organizing placement drives, internships. The linkages will be formalized through MOUs.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The consultancy policy of the college is to develop the institution as a ‘Thought Leader’ in the specified areas and shares its knowledge and expertise to various stake holders. The policy explains the goals, scope, procedures and support from the college for consultancy in detail. The areas of expertise of the teachers are made public through the college website and interaction with industry will also help in making the expertise public.

Revenue from the consultancy is shared in the ratio 30:70 between management and faculty as per the Consultancy Policy of the college.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The teachers who have the expertise for consultancy are encouraged to interact with industry for promoting consultancy. The policy of the college allows the faculty to retain 70% of the revenues generated from consultancy services. The teachers are supported in the following ways towards supporting in consultancy. The faculty members are also advised to take leverage of CCE connects for getting consultancy assignments.

1. Workload flexibility is provided (workload reduction) to the teachers without affecting the regular academic work.
2. Recognition of consultancy work in the meetings of the college.
3. Permission is given to use college resources for consultancy work.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The broad areas of consultancy services the college can provide are listed below:

1. Human Resource Management. (Department of Management)
2. Branding, Marketing and Sales. (Department of Management)
3. Website Designing. (Department of Computer Applications)
4. Accounting, Income-Tax and Income-Tax planning. (Department of Commerce)

The college proposes to provide consultancy services from the year 2015-16.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional

development?

The consultancy policy of the college permits 70% of the income generated from consultancy services to be paid to the faculty as honorarium and the remaining 30% will be retained by the Management for the development of the college.

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1 How does the institution promote institution-neighborhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

IFIM College places itself as a transformational leader in higher education facilitating the young students to become successful citizens. The college is part of the community and for its existence and growth, a reciprocal relation is essential between the college and community. This propels the extension activities of the college.

The college has devised a few strategic initiatives for the college-community partnership. They are listed below:

1. The initiative of the college is to identify the students of nearby schools and help them in their studies with our students.
2. The college has established one unit of NSS with 100 students and Youth Red Cross unit. The NSS unit is recognized for financial support from the university. The activities of NSS include blood donation camp, awareness programmes, 10 days camp in nearby villages, cleanliness drives etc.
3. The college is having an annual activity 'Save the Girl Child' organized by the Society running the college and has the 'run for a cause' programme in support of the activity.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The college has put in place mechanisms to track students' involvement and engagement in various activities.

The NSS unit has the formal mechanism of enrollment supervised by a teaching staff as Programme Officer for NSS. The Cultural Committee, Sports Committee and other committees of the college plan and organize various events which ensure involvement of students. All the activities are planned, organized, implemented and monitored by the respective programme coordinators. The details of the activities are

recorded and published in the newsletter of the college.

The NSS unit of the college maintains the records (Attendance, Program registers, Accounts and Annual reports) of students' participation in its various activities.

The college also plans to integrate the participation of students in various social and outreach programmes in the Graduate Attribute analysis system.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The college strives to get feedback from the stakeholders through different methods and use the same for quality enhancement.

The college collects feedback from the students during the course of their study and at the time of exit. Informal feedback is also obtained at the time of conducting the events such as camps and awareness programmes.

We celebrate Founders' Day on 18th February every year. During that occasion, the Chairman, Governing Board Members, former principals, faculty members, well-wishers of the college meet and share their insights and feedback about the college. On formal occasions such as Independence Day, Republic Day etc., the stake holders meet and share their feedback about the college.

A suggestion box is kept near the Principal's room and students can freely drop their views/ideas.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The planning and implementation of extension activities/outreach programmes are given in the form of a calendar by the NSS Programme Officer and the college takes the necessary steps to implement the same. Monitoring of the activities is done by the Principal/HODs/Programme Coordinators.

It is the experience of the college that Extension activities influence the students to respond to social realities, develop concern for the less privileged and be committed to the society.

The impact of the extension activities is analyzed through informal interactions, observations of the coordinators. The students learn Time Management techniques which develop in them sensitivity and accountability. It is also found that the students understand their responsibility with their rights. A sense of devotion, team

spirit, understanding, commitment and discipline grows in them. They also learn values of life like sharing, caring and forgiving. They are bound to become mature citizens with excellent management skills like planning, organizing, delegating and directing. As this approach is not sufficient, the college will develop and implement a structured formal system to assess the impact on the overall development of the students. Such a system will include the Graduate Attributes evaluation, student satisfaction and feedback from the stakeholders.

As the extension activities have been introduced in the year 2014-15 after the approval of one unit of NSS, the college has not included this in the budget and the expenditure for the activities is borne by the Management.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The college encourages students to opt for joining NSS, YRC and Departmental Associations functioning in the college. During the induction program, coordinators and HODs give a detailed description about the associations and about the co-curricular and extra-curricular activities of the college which motivate students to participate in these units.

Students are involved in planning and organizing the extension activities. The college has a provision to give free attendance to students for participating in state and national level camps and financial support and responsibilities in to participate in such camps.

Teachers are assigned extension activities based on their interest and ability. Participation of teachers in extension activities are recognized at the time of appraisals.

Students and teachers use Facebook and WhatsApp for photographic evidence of extension activities. The teacher in-charge of the activities prepares and documents the reports of these activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The college arranges meetings to help students understand the importance of social responsibility and to become sensitive towards the issues plaguing the under-privileged. The college will take concrete steps to carry out social service and extension work to ensure social justice and empower under-privileged sections of the society.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The students participating in various extension activities are exposed to hard realities of life. This provides the students experiential learning. The students are involved in the interventions for social change applying their domain knowledge.

The extension activities complement and supplement the academic learning experience of students by strengthening the knowledge level, practical exposure, soft-skills, social commitments and inculcation of social and moral values to become dutiful citizens of the country.

The extension activities play a major role in making the students acquire the core values such as faith in one-self, integrity, innovation, commitment to environment, gender equity and nation integration.

The students gain the following through extension activities:

- ❖ Team spirit and the spirit to commit
- ❖ Planning and Organizing
- ❖ Awareness of rights and duties
- ❖ Sense of accommodating and adjusting
- ❖ Selfless service
- ❖ Lending a helping hand
- ❖ Donating and sharing

Integration of extension activities with curriculum delivery is a challenge due to constraints of time and schedule of examinations and the college is taking steps to address the difficulties.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The college is aware of the fact that extension activities constitute a formal mechanism to link the college with the community.

The college identifies the needs and requirements of the community through discussions with stakeholders and suitable methods are planned to address the need of the community. The resources of the college are made available for the various extension activities. The suggestions of the community are given due importance in the planning process.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

As the college has started its extension activities in the recent past, the college is yet to forge considerable constructive relationships with other institutes of the locality for working on extension activities. We have established constructive relations with the following institutions:

1. Lion's Club
2. Agarwal Eye Hospital
3. Youth Red Cross

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The college was appreciated by:

1. Indian Red Cross Society, for the efforts in organizing voluntary Blood Donation Camps.
2. Lion's Club appreciated the college for eye donation camp and free eye testing camps.

3.7 COLLABORATION

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college has not progressed in research activities to the extent of having collaboration with research institutes, industry and research labs. However, it will be its endeavor to have research collaborations and tie-ups including faculty and student exchange in the near future.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The college has earned the support of various industrial organizations for Placement and Training but there have been a few MOUs.

The college has entered into formal MOUs / agreements with the following organizations for Placement Services.

1. DHL, Bangalore
2. SAP Labs
3. DEL Computers

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The following agencies have contributed support to teachers and students relating to placement services.

1. WIPRO, Bangalore
2. Cognizant, Bangalore
3. Socgen, Bangalore
4. Accenture, Bangalore
5. Berger Paints, Bangalore
6. SAP Labs, Bangalore
7. Emphasis, Bangalore
8. DELL Computers, Bangalore
9. New Wave Consulting, Bangalore
10. DHL, Bangalore

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

The college did not organize any national or international conferences in the last four years. However, the college has organized various events in which eminent personalities have participated.

1. Dr. N. Jayasankaran, Former Vice-Chancellor, Kanchi University, Tamilnadu
2. Mr. Antony Davis, Former journalist and founder of production house, VntNow.
3. Satish H. Rajan, Head department of Visual Communications, St. Joseph's College, Bangalore.
4. Mr. M. Somasekhar, Director, Karnataka Television Production Association.

5. Ms. Ranjini, Freelance Journalist, Author and Film Critic.
6. Mr. M. Butchi Babu, Professor, Indus Biz Academy, Bangalore.
7. Mr. Kapil Garg, Head, IT, Aurigie Discovery Technologies Ltd, Bangalore.
8. Mr. Hirak Kanti Paikray, Software Engineer, Global ITES Pvt. Ltd, Bangalore.
9. Mr. Dinesh Sivaprakasam, Software Design Team Lead, Verifone India Technologies, Bangalore.
10. Mr. Vivek Kulkarni, Asst. Professor, Jain University, Bangalore.
11. Mr. Fayaz. S, Vice President, Consulting, MUSA Software engineering Pvt. Ltd, Bangalore.
12. Prof. Swaminathan Murthy, Dean, Department of Management Studies, M. S. Ramaiah Institute of Management, Bangalore.
13. Prof. Subhash Ghakkar, Former General Manager, BHEL, Bangalore.
14. Dr. K. Natarajan, Director and Head, PG and Research, Department of Management, PKR Arts College for Women, Gobichettipalayam, Tamilnadu.
15. Dr. Manjunatha Shettigara M, Professor, Department of Professional Studies, Christ University, Bangalore.
16. Dr. R. Ravichandran, Consul General, Latin America.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training
- c) Summer placement
- d) Faculty exchange and professional development
- e) Research
- f) Consultancy
- g) Extension
- h) Publication
- i) Student Placement
- j) Twinning programmes
- k) Introduction of new courses
- l) Student exchange
- m) Any other

The college has entered into formal MOUs / agreements with the following organizations for Placement Services.

1. DHL, Bangalore

2. SAP Labs
3. DEL Computers

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

The college is fully conscious of the fact that collaboration is an integral part of systematic efforts for reaching its full potential and for the realization of its Vision and Mission.

Each department is entrusted with the responsibility of assigning teachers for the planning, establishing and implementing the initiatives of linkages and collaborations.

Based on the feedback on credibility, reputation and national standing from teachers, students, alumni, industry and corporate bodies, the college identify organizations for establishing collaborations/linkages.

The IQAC of the college is entrusted with the responsibility of preparing report on collaborative efforts of the college.



Criterion - IV
Infrastructure and Learning Resources



CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The policy of the college is to provide state-of-the-art infrastructure adequate for the academic and administrative requirements of the various programmes offered by the college.

The Master Plan of the college gives directions to the infrastructural planning and development commensurating with academic growth.

The implementation of the policy is done through necessary approval from the Management and appropriate directions to the Principal, administrative staff and HODs of various departments, as and when required.

The college lays emphasis on ICT based teaching and learning with the aim of attaining global standards and accessibility.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities—classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

Facilities for Curricular and Co-curricular activities

The college implements the well-defined policy of augmenting the infrastructure facilities as a catalyst for ensuring academic excellence.

Class rooms

There are 16 class rooms in the college and all the class rooms have a capacity to accommodate 60 students. Class rooms have Notice Board, White Board, Internet connection and LCD projector and Wi-Fi connectivity.

Technology enabled learning spaces

Wi-Fi campus: The college campus and hostels have 24x7 Wi-Fi connectivity. This along with salubrious climate of Bangalore City facilitates learning in all spaces

available on the campus.

Network Resource Centre: This is a space with networked computers and one printer accommodated within the library. Students make use of this space for accessing learning resources and also to print required data.

Wi-Fi facility in the hostel: The college hostel which can accommodate both men and women students, is provided with Wi-Fi facility to facilitate students to enhance the learning process.

Seminar Hall

The college has an air-conditioned Seminar Hall with 60 seating capacity and is used profusely for common programmes of various departments and also for arranging seminars, guest lectures and personality development programs. The hall is fitted with a big screen LCD projector and modern amenities like wireless key board, slide changer, wireless mouse, digital sound system, cordless mikes and chord mikes.

Tutorial Spaces

The faculty rooms and cabins are used as tutorial spaces. Discussion room attached to the library can also be used for this purpose.

Labs

The college has two computer labs with 90 networked systems. After regular class hours, this space is made available for the use of students to prepare presentation slides, access internet resources etc. No charges are collected for the services provided by the lab. The labs are kept open from 8 a.m. to 7.00 p.m.

The Language Lab has 20 multimedia computers connected to a main server. This lab is used to test and train students in listening and speaking skills in English.

The Psychology Lab and Electronics Lab are equipped for practical experiments for BCA and BA (Journalism) programs and they satisfy the university requirements.

Specialized facilities and equipments for teaching, learning and research:

1.Uninterrupted Power Supply: The college has a carefully planned facility to ensure uninterrupted power supply to the computer systems and other accessories. The college has 10 KVA UPS system that provides power support to the computer systems.

2.Diesel Generator: The college has a 120 KVA diesel power generator to serve as a power back up.

3. All the faculty members are provided with individual PCs or laptops with internet connectivity.

a) Extra-curricular activities—sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Facilities for extra-curricular activities

The following facilities are available in the hostel campus.

Gymnasium

1. Weight lifting set
2. Separate physical fitness centre for boys and girls.
3. Weight training facility

Outdoor Games

1. Mini Foot Ball Court
2. Volley Ball Court
3. Basket Ball Court
4. Cricket

Indoor Games

1. Badminton Court
2. Table Tennis
3. Chess Board

Auditorium

The college has an auditorium which can accommodate 150 persons. It is equipped with woofer sound system, stage curtains and accessories. etc.

NSS

The NSS unit of the college has an office room with sufficient facilities to keep official documents.

Communications skill development

The Language Lab has 20 multimedia computers connected to a main server. The lab can be used to test and train listening and speaking skills in English.

Waiting rooms for boys and girls

Waiting hall for boys and girls is provided.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed / augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The institution has developed the existing infrastructure following the long term plan laid out in the Master Plan of the college.

The college ensures the optimal utilization of the infra structural resources through:

1. Library functions from 8.30 a.m. to 8.00 p.m. and 24 hour access to internet are optimally made use of by students.
2. Class rooms are used for conducting national level entrance tests.
3. The computer labs are used for on-line entrance tests like CAT.

Facilities developed and augmented and the amount spent during the last four years.

Facilities	Management Fund.(Rs.)		
	2011-12	2012-13	2013-14
1. Broad Band Connectivity	1,50,000	1,57,500	1,65,000
2. Furniture, Fan etc.	1,00,000	1,00,000	4,00,000
3. Physical Wellness	1,00,000	1,00,000	1,00,000
4. LCD	--	60,000	60,000
5. Vehicles	7,20,000	7,20,000	8,40,000
6. Upgrading Computer Lab	75,000	1,80,000	2,50,000
7.White Boards for class rooms	70,000	--	--
8. Xerox Machine	75,000	75,000	75,000
9. Water Treatment Plant	1,00,000	1,10,000	1,20,000
10. Maintenance	3,50,000	5,00,000	6,00,000

The Master Plan of the college is placed in Annexure-6.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

As stated earlier in this report, the college is yet to admit differently-abled students. When such students are admitted, the college will provide the following.

- * Comfortable furniture in labs and classrooms, and wheel chair for students who can not walk will be provided when the need arises.

- * Hand rails on either sides of stair case.
- * Exclusive services in the library.
- * The college is prepared to improve unconditionally the facilities for differently-abled students based on experience, suggestions and feedback.

4.1.5 Give details on the residential facility and various provisions available within them:

1. Hostel Facility:

The college has well established hostels exclusively for both boys and girls.

	No. of inmates			
	2011-12	2012-13	2013-14	2014-15
Boys	15	23	32	23
Girls	8	12	17	7
Total	23	35	49	30

2. Recreational Facilities:

Following are the recreational facilities available in the hostel:

TV, Gymnasium, fitness Centre, Table Tennis, Carrom, Yoga Centre.

3. Computer facility in hostel:

Internet access through Wi-Fi connectivity, Plug Points and permission to use the Computer Systems.

4. Facilities for medical emergencies:

Following are the facilities for medical emergencies:

First Aid Centre, doctor on call, Hospital within 3 k. m. radius and nearby medical stores.

5. Library in hostel:

Exclusive library is available in the hostel. Newspapers, separate reading room are also provided in hostel.

6. Constant supply of safe drinking water:

For ensuring constant water supply to the inmates of the hostel the hostel has an RO-water treatment plant.

7. Security:

Both the hostel and college have 24 hours outsourced security service.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college provides first aid whenever students require medical attention for minor ailments. There is a sophisticated multi-speciality hospital adjacent to the college campus and students are rushed to this hospital when they suffer major ailments or under medical emergency. The same approach is adopted for students accommodated in the hostel.

4.1.7 Give details of the Common Facilities available on the campus—spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

The following common facilities are available in the college:

- * **IQAC**

The IQAC functions in a separate place with adequate facilities.

- * **Grievances Redressal Cell:**

The Convener of the Grievances Redressal cell is a faculty member.

- * **Women's Cell:**

No separate room is provided for Grievances Redressal cell as well as for Women's cell.

- * **Career Guidance and placement and Counseling:**

The Centre for Continuous Employability (CCE) established by the Management provides placement services to the students of the college. Placement activities are carried out by an internal Placement Coordinator and External Placement Coordinator from CCE.

- * **Health Centre:**

As there is a multi-specialty hospital adjacent to the college campus, ailing students are taken to the hospital for immediate medical attention. The presence and services of the hospital have disabled the management from establishing a health centre in the college.

- * **Canteen:**

The college is proud of its excellent canteen facility in terms of the quality of eatables available, hygiene and space. Students are highly satisfied with the services of the canteen.

* **Recreational spaces for staff and students:**

The college has set apart a separate space for the staff for watching TV, Playing table tennis etc. All the games facilities including the gym, playground, and badminton court etc are used by students and faculty. Auditorium of the college is also available for recreational needs of the staff and students.

* **Car parking facility:**

The basement of the building provides space for car parking and this facility is available in the hostel also.

* **Communication System:**

All the departments, office, hostels, labs and library are connected through EPBX system.

* **Security:**

The college ensures security of all employees, students and hostel inmates through round the clock availability of security personnel who are provided with a room.

4.2 LIBRARY AS A LEARNING RESOURCE

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The college has the Library Advisory Committee which comprises of five faculty members and the librarian. Following are the members of the committee at present.

1. Ms. Nagalakshmi S.
2. Ms. Shikha Kumari
3. Ms. Azeema Tabasum
4. Ms. Vandana Srivastava
5. Ms. Lakshmi Saranya

Following are some of the initiatives implemented by the committee:

- * Special book exhibitions of famous authors.
- * An academic discussion room in the library.
- * Procuring books.
- * Inclusion of books for competitive exams.
- * Installation of INFLIBNET-NLIST and other databases for research and on-

line reference.

- * Addition of new journals.
- * Drinking water facility in the library.
- * Library information dissemination display boards.

4.2.2 Provide the following details.

- * **Total area of the library:** 1405 sq. mt.
- * **Total seating capacity:**100
- * **Working hours:**
On Working days: 8.30 a.m. to 8.00 p.m.
On Holidays: 9.00 a.m. to 6.00 p.m. (except Sundays and public holidays)
- * **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

Library has the following:

- Issue/Receive Counter
- Reading Area
- Area for accessing e-Recources
- Book Stacks
- Wash Room
- Discussion Room
- Librarian Room
- Reprographic Centre

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The library requirement collection process is as follows:

- * Suggestions from department, staff and students are received.
- * Recommendations of Inspection Committee members of the university, experts and visitors are favorably considered.
- * Books recommended in the course curriculum prescribed by the university are included.
- * The HOD prepares the list of books based on the above and submits the same to the Library Advisory Committee.
- * In the same way the list of useful journals is prepared and placed before the Advisory Committee.

- * The Library Advisory Committee prepares the list given by each department and handovers the same to the librarian for procurement.

The details amount spent on books and journals are furnished below.

Library Holdings	2010-11	2011-12	2012-13	2013-14
Text Books & Reference Books	81,489/-	14,766/-	65,536/-	85,973/-
Journals/Periodicals	5,260/-	4,940/-	11,494/-	12,904/-
e-resources	3,87,350/-	2,47,830/-	2,53,666/-	2,91,711/-

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * OPAQ (online public access catalogue)
College has this facility in the library for searching and accessing physical and e-resources.
- * Electronic Resource Management package for e-journal.
College has installed INFLIBNET-NLIST, EBSCO, Emerald, etc.
- * Federated searching tools to search articles in multiple databases.
INFLIBNET-NLIST, EBSCO, Emerald are available
- * Library Website
At present, the college has no exclusive website for the library.
- * On-house /remote access to e-publications
Facilitated by INFLIBNET
- * Library Automation.
Library services are automated through the software called Libsoft
- * Total number of computers for public access : 3
- * Total number of printers for public access : 1
- * Internet bandwidth / speed : 10 mbps
- * Institutional repository : A provision has been made to store outdated books and old magazines. As far as the journals are concerned, they are bound and preserved. The Project reports of students are also kept as repository.
- * College has a membership in the INFLIBNET N-LIST, Emerald, EBSCO etc.

4.2.5 Provide the details on the following items:

1	Average no of walk-ins	80 per day
2	Average no. of books issued/returned	60 per day
3	Ratio of library books to students enrolled(2014-15)	10.68:1
4	Averages of books added during the last 3 years	1532
5	Average no. of login to OPAC	--
6	Average logins to e-resources	200 per month
7	Average no of e-resources downloaded/printed	150 per month
8	No. of information literacy trainings organized	2 per year
9	Details of weeding out of books and other materials	NIL

4.2.6 Give the details of specialized services provided by the Library

* **Reference**

- Reference books are available in all disciplines
- On line reference (INFLIBNET-NLIST) is available

* **Reprography**

Reprographic service is extended to faculty members and students at nominal rates.

* **Information Deployment and notification**

New arrivals and library related information are displayed in the Notice Board.

The following information are also put up on the Notice Board:

1. Expenditure Analysis
2. User statistics
3. Collection of titles statistics

* **Download**

3 computers with internet connectivity are placed in the library for users. More than 2000 on-line journals and 1,00,000 E-books can be accessed.

* **Printing**

Users can take print out using the printer kept in the library.

* **In-house/remote access to e-resources**

INFLIBNET-NLIST and EBSCO are available for e-resources. College library portal provides connecting links to access various e-resources.

* **Assistance in searching databases**

The college Librarian organizes Training programs on databases. OPAC is available in the library which is used by the students and teachers for searching databases.

* **User Orientation and awareness**

All students are given user orientation as part of the induction program. Orientation is also given to all the users when a new system is introduced. Individual orientation and awareness is also provided based on requirements.

* **INFLIBNET/INC facilities**

INFLIBNET- NLIST is available in the library

* **Other Facilities**

Databases such as EBSCO, J:Gate, Proquest, Harvard Business Review, Emerald Publishing Journals, Sage etc. are available in the library.

* **Inter-library loan**

The college has obtained membership to make use of the facilities of the library in Indian Institute of Management, Bangalore.

4.2.7 Enumerate on the support provided to the Library staff to the students and teachers of the college.

The supports provided by the Library staff to teachers and students are listed below.

- Information on new arrivals is displayed in Notice Board.
- Book Exhibitions are arranged.
- Library has a space dedicated to keep the books, magazines and other resources related to career.
- Discussion room is a facility in the library.
- Purchase of books on request is practiced.

4.2.8 What are the special facilities offered by the library to the visually / physically challenged persons? Give details.

The Library is prepared to give special services to differently-abled students.

1. There is no wait for placing the demand and issue.
2. The discussions room is made available to those who want to write exam with the help of a scribe.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

A general feedback is collected from the students on the college but not specifically on the library.

A suggestion box is kept at the entrance of the library. Any creative suggestion is brought to the notice of the Principal/Library Committee and steps are taken to fulfill the suggestions received.

A register for writing suggestions is also kept at the counter.

4.3 IT INFRASTRUCTURE

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Details of computers with configuration in the college are given below:

Total no. of computers: 135.

Computer Lab-I/ Business Analytics Lab

S. No.	Processor	HDD	RAM	Monitor	Number
1	Intel(R) core (TM) 2 Duo 2.93GHZ	250 GB	5 GB	15”	60

Computer Lab-II

S. No.	Processor	HDD	RAM	Monitor	Number
1	Intel(R) core (TM) 2 Duo 2.93GHZ	250 GB	1 GB	15 “	24
2	Pentium (R) IV CPU 2.93 GHZ	80 GB	1 GB	15 “	8

Language Lab

S. No.	Processor	HDD	RAM	Monitor	Number
1	Pentium(R) Dual Core 2.80 M.Hz.	320 GB	1GB	18'	20

Principal's Office

S. No.	Processor	HDD	RAM	Monitor	Number
1	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	18"	3
2	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	18"	1

Library

S.No.	Processor	HDD	RAM	Monitor	Number
1	Pentium (R) IV CPU 2.93 GHZ	80 GB	1 GB	15"	1
2	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	18"	1

Administration

S. No.	Processor	HDD	RAM	Monitor	Number
1	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	15"	2
2	Pentium (R) IV CPU 2.93 GHZ	80 GB	1 GB	15"	1

Faculty

S. No.	Processor	HDD	RAM	Monitor	Number
1	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	18"	2
2	Pentium (R) IV CPU 2.93 GHZ	80 GB	1 GB	15"	5
3	Intel(R) core (TM) 2 Duo 2.93GHZ	250 GB	1 GB	15 "	1

Classrooms

S. No.	Processor	HDD	RAM	Monitor	Number
1	Pentium (R) Dual core 2.80 GHZ	320 GB	1 GB	--	6

* **Printers and scanner are available in different places.**

* **Computer student ratio**

The total number of computers in the college is rated against the total number of students. On the campus, the ratio would be 1:2.

However in the Computer lab, students are provided with individual systems for their practical sessions.

* **LAN facility**

135 nodes are interconnected

No. of servers: 6

* **Wi-Fi facility**

The college has provided throughout the campus and hostel with 24 hours of wireless access point.

* **Licensed Softwares**

Microsoft Windows

Windows Server 2008 R2 Standard Edition

Windows Server 2008 R2 Enterprise Edition

Windows Server 2008 R2 Service Pack

Microsoft Dynamics (ERP)

Microsoft CRM

Microsoft Office Suite

Hadoop

* **Client Versions**

Windows 8 Starter

Windows 8 Pro

Windows 7 Professional

Windows X

* **Application Software**

MS Office

RDBMS - MS SQL Server

Microsoft Access

Oracle
Development- **Visual Basic**
MS Visual Studio
Crystal Reports

Programming Tools: Microsoft C, C++

- * No. of nodes / computers with internet facility: 135

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off campus?

The college has 135 computers and 4 laptops. Classrooms have computers with internet connectivity.

Computers in labs are used by the students and teachers alike and the students improve their computer proficiency. Computers are also provided in the library.

As far teachers are concerned, every teacher is provided with PC/laptop for preparing lessons and power points.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- * The ICT policy of the college stresses on the commitment of the institution to adapt new avenues of technology, integration and effective deployment and maintenance of ICT in academic and administrative functions. The policy promotes the indigenous development of ICT systems utilizing the resources of students and faculty.
- * The college has set up a committee for ICT consisting of Principal, Staff in-charge of website Management and System Administration. The committee in tune with the ICT policy operationalizes IQAC by designing and deploying ICT innovations for academics and administration from time to time.
- * The committee also makes recommendations to Management for maintenance and up-gradation.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

The following table gives the expenditure details of procurement, maintenance and up-gradation etc. of computers:

Year	Procurement (Rs)	Up-gradation Cost	Deployment Cost	Maintenance Cost
2010-11	38,28,585/-	2,17,300/-	6,42,000/-	2,17,270/-
2011-12	84,659/-	2,40,350/-	6,70,200/-	2,20,000/-
2012-13	-	4,00,000/-	6,75,840/-	9,33,465/-
2013-14	3,85,867/-	1,94,500/-	7,13,640/-	10,43,445/-

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?

The college facilitates use of ICT resources mainly by making available the state-of-the-art IT infrastructure in the college. This includes the following services and provisions.

- * Round the clock Wi-Fi internet connectivity is provided in the college and hostel.
- * Uninterrupted Power Supply (UPS) and Generator Power backup are available.
- * Extended hours to access computers and net connectivity in the computer labs.
- * Encouragement is given to the use of laptops by the students and faculty.
- * Ceiling mounted LCD projector is available in class rooms and in common places like Auditorium, Seminar Hall.
- * Additional staff are appointed in the computer lab to assist students and teachers.
- * Net server for collaborative working and information sharing.
- * A number of softwares are made available in the lab.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Teaching-Learning process in the college is student centric and use of ICT significantly enhances the aspect.

S. No.	ICT Facility	Learning Process
1	ICT enabled classrooms	Students seminars, quizzes, presentations
2	Internet access and Wi-Fi	Self Learning using the abundant information in www
3	Language Lab	Development of communication skills
4	Internet	Sharing information among all stake holders in the campus

4.3.7 Does the Institution avail of the National knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The college makes use of INFLIBNET-NLIST of UGC.

4.4. MAINTENANCE OF CAMPUS FACILITIES

4.4.1. How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The college has a well-equipped infrastructure. The infrastructure of the college is efficiently maintained by the various maintenance sections. The budget allotment is made by the Principal and Management based on the requirements.

The overall maintenance expenditure under each head is illustrated below.

(a) Building: The maintenance of the building includes cleaning, painting, white wash and replacement of fixtures & equipments in the building. The amount spent by the Management for the maintenance of the building is given below:

Year	Budgeted Amount	Amount Spent
2011-12	80,000/-	3,17,500/-
2012-13	90,000/-	3,28,500/-
2013-14	1,00,000/-	3,36,500/-
2014-15	3,65,000/-	3,37,680/-

(b) Furniture & Equipment: Furniture and equipment includes the office furniture, classroom furniture, library furniture, laboratory furniture and equipments. The college has well equipped class rooms, laboratories, library and office. The expenses incurred on purchases and maintenance of furniture and equipment are given below:

Year	Budgeted Amount	Amount Spent
2011-12	35,000/-	29,800/-
2012-13	40,000/-	30,050/-
2013-14	45,000/-	33,100/-
2014-15	50,000/-	36,420/-

(c) Computers: The college has 135 computers including 112 computers in the Computer lab. The maintenance cost of computers for the last four years is given below:

Year	Budgeted Amount	Amount Spent
2011-12	10,000/-	8,750/-
2012-13	12,500/-	9,500/-
2013-14	15,000/-	10,800/-
2014-15	20,000/-	12,000/-

(d) Vehicles: The College does not have a separate vehicle. However, the vehicle of the Trust is available on request.

Year	Budgeted Amount	Amount Spent
2011-12	2,10,000/-	2,06,000/-
2012-13	2,25,000/-	2,08,000/-
2013-14	2,30,000/-	2,10,500/-
2014-15	2,50,000/-	2,25,000/-

4.4.2. What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The building and furniture are maintained by the Administration Department of the college. The Management has appointed a fulltime electrician to supervise maintenance work. Annual maintenance contracts have been given for maintenance of equipments installed in the college. A private security company has been given charge of security arrangements. In addition, regular supporting staff are responsible for the cleanliness of the campus.

4.4.3. How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Annual maintenance contracts have been made with local service providers to service and repair the various types of equipment installed in the college. In case the equipment becomes unserviceable within its service warranty period, it is returned to the suppliers for calibration service or replacement.

4.4.4. What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The college has a 24 hours electricity backup by a Diesel Generator which assumes significance in the light of frequent load shedding and ensures uninterrupted power supply. For the supply of water also, the college has its own bore-well, rain water-harvesting installations. It has enough number of overhead tanks and distribution network throughout the campus. The Management has appointed a fulltime technician, an electrician and a plumber. These technicians keep vigil over all the electrical and water supply systems. All equipments are under annual maintenance contract of the supplier.

Criterion - V

Student Support and Progression



CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The college publishes its updated prospectus every year that serves as a handbook to the students who wish to seek admission in the college. The prospectus helps to disseminate important information, to encourage applications from deserving students for scholarships, to acquaint all stakeholders with the provisions of the institution and to instill the spirit of accountability and academic democracy among the Management, faculty and students of the college.

The information provided in the prospectus gives the students an insight into the followings:

- About the college – Brief history of the college and contact numbers
- Eligibility Criteria
- Admission procedure and requirements
- Courses offered by the college
- Academic requirements and student evaluation
- Curriculum & program highlights
- Details of facilities offered by the college
- Photographs regarding activities
- Hostel Facilities
- Placement Details
- Faculty Profile
- Details of Scholarships available to the students.

Copies of prospectus are given to all aspiring students, visitors and well wishers of the college. The prospectus is also made available in the college website. Regular notices are put up on the notice boards and the students are advised and encouraged to make use of the notices to update their information.

5.1.2 Specify the type, number and amount of institutional scholarships / freships given to the students during the last four years and

whether the financial aid was available and disbursed on time?

Financial assistance to students no doubt plays a crucial role in students’ support. The college has the policy of awarding merit scholarships based on certain criteria. It may be mentioned here that all women students are given scholarships provided they satisfy the criteria of marks secured in the examinations. The scheme of scholarship is given below.

Year of study	For Boys: 60% to 70% For Girls: 35% to 70%	For Both Boys & Girls: 71% to 85%	For Both Boys & Girls: 86% to 100%
I Year (Based on +2 Marks)	Rs. 10,000/-	Rs. 15,000/-	Rs. 20,000/-
II Year (Based on 1 st Year Marks)	Rs. 10,000/-	Rs. 15,000/-	Rs. 20,000/-
III Year (Based on 2 nd Year Marks)	Rs. 10,000/-	Rs. 15,000/-	Rs. 20,000/-

The scholarships awarded during 2013-14 and 2014-15 are furnished below.

Year	BCA		BBM		B.Com.		BA(J)		Total Amount
	A	B	A	B	A	B	A	B	
2013-14	18	2,00,000/-	26	3,30,000/-	13	1,75,000/-	3	30,000/-	7,35,000/-
2014-15	27	3,35,000/-	22	2,70,000/-	36	4,55,000/-	10	1,25,000/-	11,85,000/-

A: No. of Students, B: Amount

Scholarship amount is not paid to the students, but adjusted against the fees payable by the students.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

As the college is self-funded, our students do not receive financial assistance from state government, central government and national agencies.

5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections
- ✓ Students with physical disabilities

- ✓ **Overseas students**
- ✓ **Students to participate in various competitions/National and International**
- ✓ **Medical assistance to students: health centre, health insurance etc.**
- ✓ **Organizing coaching classes for competitive exams**
- ✓ **Skill development (spoken English, computer literacy, etc.,)**
- ✓ **Support for “slow learners”**
- ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**
- ✓ **Publication of student magazines**

Students from SC/ST, OBC and economically weaker sections:

In the case of deserving students, support is provided by giving them the facility to pay college fees in installments. The departments organize remedial coaching for SC/ST/OBC and weak students.

Students with physical disabilities:

The college is so far not fortunate to admit students with physical disabilities. However, the following facilities are available-

- Ramp on Ground Floor.
- Facilities in the library.

Overseas students:

At present, the college has a few students from Nepal. The college provides facilities whenever requests from them are received. For example, certificate from Police Department, getting visa extension etc. All the facilities in the college are made available to overseas students also. Assistance is also extended to secure accommodation facilities to foreign students whenever requests are received from them. As and when need arises teachers give extra guidance to such students to cope with the curriculum.

Students to participate in various competitions/National and International:

The college encourages student participation in various competitions at National/State/University and intercollegiate levels. The participants are given:

- a) Training and Financial support for participation.
- b) College has a faculty in-charge who takes care of students participating in

- competitions, in terms of training and support.
- c) Various clubs and associations in the college help the students to prepare and participate in inter-collegiate events.
 - d) Attendance and grace marks if required, are given to encourage students who participate in various competitions.

Details of students’ participation in University/National/Inter-collegiate competitions are furnished below:

Year	State	National	Inter-Collegiate
2011-12	1	-	-
2012-13	4	2	1
2013-14	-	1	29
2014-15	-	1	1

Medical assistance to students: health centre, health insurance etc.:

The Ramakrishna Hospital, a multi-speciality hospital adjacent to the college offers medical assistance to the students whenever needed. First Aid Box is available in the college office, to take care of students from minor ailments.

Organizing coaching classes for competitive exams:

As the college is offering only undergraduate programs, students are either interested in placement or in higher studies. However the departments provide guidance to students for competitive exams, as and when required. The college is yet to streamline this activity.

Skill development (spoken English, computer literacy, etc.):

The college takes effort to improve Communicative English of the students over and above their syllabus. The Department of English trains their students in resume writing, skill to face interviews and business communications. The college has a language lab with 15 multimedia computers to train the students for language skills. The Placement Cell of CCE organizes programs for employability enhancement of the students.

Support for slow learners:

The college practices the student centric philosophy in teaching-learning. The slow

learners are supported to tide over their learning difficulties through the following measures -

- Remedial Classes
- Peer Teaching
- Collaborative Learning Assignments such as group projects.
- Counseling and mentoring.

Placement Cell:

Placement Cell, a wing of Centre for Continuous Employability of the college takes all steps to equip the students to meet the requirements of the job providers. The functions of the Placement Cell include counseling students based on their interest and their field of study and help them to get jobs suited to them, assisting them in preparing their CVs, arranging interviews and inform the students about placement schedules and procedures. Through campus interviews students have been recruited by companies such as – SAP India Labs, Grant Thorn, Infosys, Concur Technologies Ltd., Accenture, TCS, Flipkart, News9, Convergys, Myntra, HP, Aagan Medicare, Eureka Forbes, Prints Focus tech. Ltd., Godrej and Boyce manufacturing Ltd. Etc.

Students Grievances Redressal Cell:

The Grievance Redressal Cell has been established based on the guidelines of the University. The office of the Principal plays the necessary role to address the grievances of the students. At the departmental level, the department head takes steps to sort out problems of the students. Students are allowed to represent their grievances through their class representatives, individual representations and the suggestion box.

Anti-Ragging Committee:

The college is fully conscious and acknowledges the gravity of ragging menace. The Anti-Ragging Committee is functioning in the college as per the provisions of Anti-Ragging Act. The students are also informed of the mobile numbers of Principal/Anti-Ragging Committee, Convener, whom the students can contact in times of emergency. The Anti-Ragging Committee is supported by Anti-Ragging Squad.

The Anti-Ragging Committee currently consists of the following faculty members.

1. Mr. Venkatesh B. B (Convener)
2. Ms. Nagalakshmi S.
3. Mr. Mahaboob Subani
4. Mr. Seshachalam. A

5. Ms. Manisha Saxena

Similarly, presently the Anti-Ragging Squad consists of the following teachers.

1. Mr. Ramesha C
2. Ms. Akeela
3. Ms. Lakshmi Saranya
4. Mr. Ambanna
5. Ms. Vandana

The college has not received any complaint from any student so far relating to ragging and the college is proud of its Ragging-Free Campus.

Exposures of students to other institution of higher learning/ corporate/business house etc.:

As the programmes offered by the college are professional in nature, the respective departments organize periodic industrial visits, which help the students to enrich their knowledge. Again, experts from industry are invited to deliver guest lectures which provide interaction and experience sharing. Students are encouraged to participate in seminars, Management Events and Competitions organized by other institutions and a lot of prizes have been won by our students in various competitions.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

There are a few students in the college who aspire to become entrepreneurs. The college takes some steps to inculcate entrepreneurial spirit and it should be admitted that the steps taken are not adequate and hence the college has not made significant progress in this regard.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- * additional academic support, flexibility in examinations
- * special dietary requirements, sports uniform and materials
- * any other

The college views extra-curricular and co-curricular activities as integral part of the holistic development of the students. The activities include intra mural competitions, inter-collegiate competitions, sports activities, NSS and Youth Red Cross (YRC)

activities. Opportunities are therefore identified, created and given to promote student participation. Financial, Training and Development supports are extended by the college appropriately. The college has 5 departmental associations to promote student participation. Weightage is given for achievements in extra-curricular and co-curricular activities in the internal assessment of students. The following competitions are conducted in the college on a regular basis.

- Essay Writing
- Poster Making
- Poetry Competition
- Drawing
- Debate
- Quiz
- Mehendi
- Elocution

The students are informed about the competitions through notices and announcements and a good number of students participate in various events.

Additional academic supports, flexibility in examinations etc, extended to the students are listed below.

1. If a student is absent for an internal examination due to participation in competitions, then the college arranges a separate examination for the student.
2. Provision for remedial teaching and re-examination for sports students.
3. Students are given additional training by the faculty to participate in the competitions.
4. Attendance is given to students who participate in various competitions.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

As of now the college is not offering any PG Program and hence there are no students aspiring to appear for NET/SLET and other competitive exams.

The college provides other infrastructural and resource support to help students prepare for competitive exams such as CAT/MAT. The college library displays career news and information about competitive exams in the notice board.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

The college offers four under-graduate programs and hence there are 12 classes in all. Each class is assigned a teacher in-charge from the respective department and the responsibility of the class in-charge is to have direct communication with the students of the class in order to provide information and directions regarding academic, curricular, co-curricular activities, disciplinary instructions, examination schedule etc. In addition to these, the teacher in-charge provides personal counseling whenever necessary.

Apart from the above counseling, the Placement Cell (of CCE) gives career guidance to the students regarding job opportunities.

Again, mentoring services are provided by the teacher in-charge, in each class. Individual mentoring and group mentoring are practiced in the campus.

Academic Counseling is facilitated through individual course teacher, teacher in-charge, HOD and Principal.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The college has established the Centre for Continuous Employability (CCE) which takes care of the placement of the students. Career guidance and placement activities of the college are coordinated by two members-one serving as the external coordinator (from CCE) and the second as the internal coordinator (a teacher). In addition, each department has student coordinators for placement activities.

Both internal and external coordinators spearhead the placement activities within the campus, including arranging career orientation sessions and organizing placement drives.

The placement team facilitates preparation of placement brochure. Information regarding placement drives is communicated to student coordinators through placement in-charge. The placement coordinator with the support from Centre of Continuous Employability (CFE), organizes sessions on interview skills, resume writing, aptitude tests, group discussions, etc. Career orientation and guidance are given using the various facilities and resources of the college.

During the induction program of each batch, students get an awareness of the

placement service and the facilities available in the college. The college library facilitates career guidance and placement through notice boards and interaction with library staff.

Percentage of students placed in the last two batches:

Program	2010-13	2011-14
BBM	31.8	45.5
B.Com.	15.8	62.5
BCA	-	33.3

List of employers who have recruited our students belonging to 2010-13 Batch:

S. No.	Name	Placed at
1	Sherin John	Godrej & Boyce Mfg. Co. Ltd.
2	Siddhi Jain	Prints Focus tech. Ltd.
3	Jessy Vinay A.	News 9
4	Lavanya Gupta	Flipkart
5	Glory Precilla E.	TCS
6	Sharath Kumar B.	Accenture
7	Subhash Karanth AR.	Convergys
8	Kajol Mishra	Myntra
9	Rajesh Kumar Gupta	Aagan Medicare
10	Rubina Chettri	HP
11	Jagadeesh B. Malagi	Accenture
12	Nidish Mon K Moncy	Eureka Forbes
13	Sampriya K. C.	Infosys
14	Mehul Ashara	SAP India Ltd.

List of employers who have recruited our students belonging to 2011-14 Batch:

S. No.	Name	Placed at
1	Jenny Nicholas	HP
2	Sathish M.	IBM
3	Siddhartha Senegar	Concur Technologies Pvt. Ltd.
4	Prathap W.	Thomson Reuters
5	Arun J.	Total Solution Pvt. Ltd.
6	Pritam Shaw	Greet Technologies
7	Ravi Teja	Grat Thornton
8	Aman Kumar Jha	Infosys

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The four - member Grievances Redressal Cell of the college looks into the various grievances and issues of the students that are reported. The students can approach any of the GRC members to air their grievances/complaints in writing which are subsequently placed before the cell, examined thoroughly for further action. Academic related grievances are addressed through the 3-tier system of course teacher, class in-charge and HOD. Grievances relating to house-keeping, drinking water etc. are taken up with the Principal by the cell and appropriate steps are taken to mitigate the difficulties.

No major grievances have been reported in the last three years.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The college has constituted the Anti-Sexual Harassment Committee that is entrusted with responsibility of examining the complaints with regard to gender harassment of any sort. The committee consists of four members with Dr. Karpagam as the convener. They are,

1. Dr. Karpagam (Convenor)
2. Ms. Azeema Tabasum
3. Ms. Nagalakshmi
4. Ms. Sinzy Silvester

The college has not received any complaint of harassment during the last three years.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

The college has constituted an Anti-Ragging Committee and an Anti-Ragging Squad.

Anti-Ragging Committee: The composition of the committee is as follows.

1. Mr. Venkatesh (Convener)
2. Ms. Nagalakshmi S.
3. Mr. Mahaboob Subani
4. Mr. Seshachalam. A
5. Ms. Manisha Saxena

Anti-Ragging Squad: The Anti-Ragging Squad comprises of the following members.

1. Mr. Ramesha C
2. Ms. Akeela
3. Ms. Lakshmi Saranya
4. Mr. Ambanna
5. Ms. Vandana

Students are informed about the implications of ragging through Notice Boards, Website, and teacher in-charge. The college has not received any complaint on ragging for the past three years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The college has made available a host of welfare schemes for the benefit of the students. The following are the welfare schemes-

1. Merit based Scholarships
2. Wellness Centre/Fitness Centre
3. Gymnasium
4. First aid and Medical Assistance
5. Reprographic Facility with printer, scanner and photo-copiers
6. Cafeteria
7. Clean drinking water facility

8. Wi-Fi internet accessibility
9. INFLIBNET-NLIST of UGC and other databases
10. Career Guidance

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

The institution has an Alumni Association and the following teachers are entrusted with the activities of the association,

1. Mrs. Vandana Srivastava
2. Mr. Lalatendu Mishra

The college is managed by Centre for Developmental Education (CDE) which runs IFIM Business School in addition to IFIM College. CDE has taken the initiative to establish an integrated alumni association for all IFIM Institutions and this is registered under society’s registration act. Every outgoing batch is automatically inducted into the alumni association.

The alumni can register through the website and alumni are honored for their achievements.

The activities of the association include regular meetings, support service on important occasions. As the alumni association is in the infant stage, no major activities are in place.

5.2 STUDENT PROGRESSION

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

The college is yet to develop a structured mechanism for recording the student actual progression. However, the data on student’s progression in the last two batches have been captured in an informal way and the same is furnished below.

Student progression	2010-13 (%)			2011-14 (%)		
	BBM	B.Com	BCA	BBM	B.Com.	BCA
UG to PG	52	95	60	29	25	50
PG to M. Phil.	-	-	-	-	-	-
PG to Ph.D.	-	-	-	-	-	-

Employed	-	-	10	-	25	-
• Campus selection						
• Other than campus recruitment	48	5	30	50	50	50

* Calculated on the basis of qualified students at the end of sixth semester.

The data shows over the last two years, the majority of the students opt for higher studies.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The details of program-wise pass percentage and completion rate for the last three batches are furnished in the following tables-

Program	Pass %		
	2010-13 Batch	2011-14 Batch	2012-15 Batch
BBM	54	50	15
B.Com.	74	69	83
BCA	92	71	60

Program	Course Completion Rate (%)		
	2010-13 Batch	2011-14 Batch	2012-15 Batch
BBM	75	67	81
B.Com.	87	93	86
BCA	63	64	71

The college is not able to collect the data from the neighboring institutions in spite of best efforts and hence not furnished.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The Centre for Continuous Employability of the college maintains the profile of the students interested in jobs and also coordinates with organizers of job fairs to help students gain employability.

The practices followed by the college for student progression to higher level of education are as follows:

- ❖ Academic Counseling for awareness of various courses after graduation.
- ❖ Support to students for CAT/MAT Exams.
- ❖ Scholarships
- ❖ Discussion with students using brochures of institutions offering higher studies.

Following are the practices for student progression towards employment-

- ❖ Industrial visits during their course of study
- ❖ Conducting placement-oriented personality and skill development programmes.
- ❖ Placement drives
- ❖ Project work carried out during their course of study.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The students who are at the risk of failure and drop-out are identified through attendance monitoring and informal interactions within and outside their class rooms. Special care and support are given to such students and are motivated for improved performance.

- a) Academic Support:
 - Remedial Classes
 - Peer Teaching
- b) Psycho-Social Support:
 - Active individual and group mentoring
 - Emotional Support by the department
 - Counseling by the teacher in-charge and giving personal attention
 - Interaction with parents.

The college takes sincere efforts to minimize drop-out rate.

Drop-out rate statistics for 2010-13, 2011-14, 2012-15 Batches are given below:

Program	2010-13	2011-14	2012-15
BBM	26.4%	33.3%	23.5%
B.Com.	10.3%	13.3%	14.3%
BCA	29.4%	36.4%	21.4%

The percentage of dropouts given above appear to be high, the reason being that the number of students admitted is also low.

5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The college ensures the participation of students in a wide range of co-curricular and extra-curricular activities to facilitate their holistic development. Under the auspices of different departments, competitions are organized every year. Students are also encouraged to participate in off-campus and on-campus fests. Cultural events providing opportunities for short film making, photography, literary activities in Hindi, Kannada and English, Quiz, Debate, Dance are provided to students. Besides these, there are five department associations and activities such as NSS, YRC which are active, keep the campus vibrant.

The college has the following annual events:

- ❖ AURA – Inter-collegiate meet/fest
- ❖ Annual Sports Day
- ❖ National Education Day
- ❖ Orientation Program for First Year Students

The following sports activities are conducted in the college:

- ❖ Cricket
- ❖ Volleyball
- ❖ Football

The regular cultural activities of the college are listed below:

- ❖ Essay Writing
- ❖ Poetry Recitation
- ❖ Debate
- ❖ Elocution
- ❖ Quiz

- ❖ Competitions conducted under AURA
- ❖ Mehendi

Other activities:

- ❖ NSS
- ❖ YRC
- ❖ Industrial Visits
- ❖ Department Association Activities

The details of activities conducted during the last two years are given below.

2013-14

S. No.	Name of the Competition	Date
1	Essay Writing	7.2.14
2	Literary Quiz	30.1.14
3	Poem Recitation	31.1.14
4	News Reading	13.3.14

National Education Day was celebrated on 10.1.14. The following is the list of competitions held in connection with National Education Day.

- Role Play Competition
- Singing Competition
- Essay Writing Competition
- Ice Melting Competition
- Rangoli Competition
- Mehendi Competition

2014-15

S. No.	Name of the Competition	Date
1	Creative Poetry Writing	6.1.15
2	Extempore	30.1.15
3	Debate	13.3.15
4	Fata Morgana – Riddle, Crossword and Quote Splash	18.3.15

National Education Day for the year 2014-15 was celebrated on 20.1.2015. The following competitions were held.

- Mimicry
- Balloon Bursting
- Ice-Melting
- Mehendi
- Rangoli
- Origami
- Vegetable/Fruit Carving

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Achievements of our students at National/University/Zonal levels are given below.

2012-13

S. No.	Date	College Name	Event	No of participants	Prizes won
1	1/3/13	Alliance University	Best Manager	1	I Prize

2013-14

S. No.	Date	College Name	Event	No of participants	Prizes won
1	10/11/13	Garden City College	Eco-gene	1	Runner-up
2	30/1/2014	IBS School	Group Dance TARKASH	3	I Prize
3	28/2/14	Alliance University	Hidden Language	1	I Prize
4	4/3/2014	Alliance	Best Manager	1	Cash 1500
5	7/3/14	Indus Business Academy	Group Dance	4	I Prize
6	11/3/2014	MES College	Tagline, Photography Essay Writing etc	2	I Prize I Prize
7	13/3/14	IZEE College	Short Film-Making	5	I Prize

			Poster Designing	2	II Prize
			Group Singing	1	II Prize
			CS Games	2	I & II
			Pencil Drawing	1	I Prize
			Presentation		
			Concept	1	I Prize
			Marketing	2	I Prize
			Best Manager	1	I Prize
			Web Designing	2	I Prize

2014-15

S. No.	Date	College Name	Event	No of participants	Prizes won
1	6/2/2015	PES College	Sketching	1	I Prize

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college collects exit feedback formally from the final year students. The questions included in the feedback concentrate on the quality of teaching and learning, infrastructure facilities, sports and game facilities, extra-curricular and co-curricular, Library, Administration and Support services.

The feedback is analyzed and appropriate corrective actions are taken in those areas where dissatisfaction is expressed by the students.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college encourages and facilitates publishing materials initiated by the departments, associations etc. Guidance and limited financial support from the college are provided to encourage student initiatives.

- ❖ Students are encouraged to make paper presentation in seminars.
- ❖ Class and college Notice Boards have space provided for wall posters. Students of Commerce and Journalism exhibit their talents in these activities.
- ❖ Students also contribute in terms of online publications such as student blogs.

In short, the college ensures student involvement by identifying their taste and by encouraging them personally.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The college has a Student Council comprising of class representatives. The Council, as of now has limited functions.

The Council takes a major role in the following activities-

- ❖ Organizing celebrations such as Teachers' Day.
- ❖ Organizing annual events such as Sports Day, AURA, and welcome party to the freshers.

The college has taken steps to streamline the functions of Student Council from the year 2015-16 onwards.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The college feels that the student involvement is a method of infusing the spirit of participatory management and accountability in the academic and administrative activities of the college. This exercise inducts creative views into the systems and practices and also serves as a channel for direct student feedback.

The following bodies have active student involvement-

- ❖ IQAC Team
- ❖ Library Committee
- ❖ Department Associations
- ❖ NSS
- ❖ Sports and Gym Committee
- ❖ Anti-Ragging Committee

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Alumni visit the campus and interactions with them are encouraged and facilitated by the college. Following are the steps taken,

- ❖ Continued relationship with the Alumni is maintained through the respective departments. College website provides an option for Alumni registration.
- ❖ Alumni contributions, as of now, are primarily in supporting the college in the admissions and placement of students.
- ❖ College annual fest AURA, department functions are occasions when the presence of Alumni and former teachers are solicited.
- ❖ The teacher in-charge of Alumni Association undertakes to communicate with alumni.

- ❖ Former faculty members are also invited to deliver guest-lectures to the students.

The society which is running IFIM Group of Institutions has established a common Alumni Association which is registered recently.



Criterion - VI

Governance, Leadership and Management



CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The Mission of the college is to emerge as a world class institute by striking alliances with top notch institutions and industry, and to serve the nation in the best way possible. The college believes that excellence is achieved by coupling teaching and research. The college is committed to impart best education to its students and also prepare them to succeed in life. The main goal of the college is to create a well cultured and value oriented society.

The Mission and Vision statements of the college are uniquely demonstrative of the character and strength of the college. They address the needs of the society, students, value orientation and vision for the future.

VISION:

To emerge as a transformational leader in creating and disseminating knowledge and providing students a unique learning experience that will best serve the society and betterment of human well being.

MISSION:

By making a paradigm shift in education through Management and Technology based courses integrating Indian ethos to achieve excellence by producing skilled and innovative minds studded with personal integrity, professional ingenuity and social commitment.

The college visualizes that as a transformational leader in education, all our efforts and activities are directed towards transforming students for bringing social change and human well being.

The Mission statement demonstrates the distinctiveness of the institution and reflects the philosophy of the college concerning higher education.

The college is unwavering in its commitment to create and sustain an ambience in the campus that is most conducive to learning, an ambience that will facilitate full

blossoming of the innate potential of the students and development of their personality.

The college continuously strives to translate its Vision and Mission through the curricular and co-curricular activities such as academic programs, Student Council, department associations, departmental fests, leadership and personality development programmes, research by teachers and students, extension programmes etc.

The distinctive characteristics of the college are:

- ❖ Disciplined academic atmosphere
- ❖ Value-based education
- ❖ Best infrastructure
- ❖ Adoption of latest techniques and tools for teaching under learning
- ❖ Sports and cultural activities
- ❖ Social Service activities
- ❖ Overall development of the students

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Centre for Developmental Education (CDE), a non-profit society that has established the college constitutes the apex body (i.e.) top management. The Chairman of CDE Sri V. B. Padode, an educationist at heart is an embodiment of vision and policy of the Management. Through periodic meetings with Sri Sanjay Padode, Secretary of CDE as well as Secretary of the college and the Principal, the Chairman sets the general direction for the development of the college by envisioning and monitoring the strategic master plan for long term growth.

The college has the statutory body viz., Governing Council with Mr. Sanjay Padode, Secretary of the college as the Chairman. The Governing Council consists of two nominees of the affiliating university, eminent academicians, administrators, experts from industry and the Principal of the college as Member Secretary. The quality standards and policies developed by IQAC through the participatory process are discussed and approved by Governing Council. The Governing Council ensures that sufficient institutional provisions are made available for effective functioning of the college.

The Management meticulously selects and groups academic and administrative leaderships at various levels by decentralizing and delegating authority and responsibility.

The IQAC of the college spearheads the implementations and monitoring the quality enhancement and sustenance initiatives. It may be added that the Principal of the college is the chief authority for designing quality measures.

6.1.3 What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission**

The objectives of the college have an inherent scope for translating the stated vision into reality. The focus of institutional policy is to provide quality education for all and to achieve holistic development of students by maintaining transparency in all functions and processes of the college.

The action plans involve:

- a) Strict adherence to rules and regulations of the affiliating university and the government with particular reference to reservations in admissions and recruitment of teaching and non-teaching staff;
- b) Providing academic flexibility through a variety of programmes to cater to the diverse needs of the learners and society at large;
- c) Planning every institutional activity embedded with value and virtue of the campus life of students.

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

The strategic plan of the college emphasizes mainly on nation building through knowledge and technology for enrichment of human resources. For this, action plans need to be formulated for implementation of curricula, designing teaching-learning and evaluation process to give the desired outcomes, upgrading teachers knowledge and skills, developing skills of support staff, developing infrastructure and providing support services for students.

- **Interaction with stakeholders**

The college considers this as an important aspect of strategic planning which requires action plan to review the efficacy of the policies.

Students as Stakeholders:

During the orientation program, the interaction of leadership with students commences when the learners are appraised of the vision and objectives of the college, the academic program to which the student has been admitted, learning resources, supporting services available in the college etc. The college invites eminent personalities on various occasions for interaction with students.

Teachers and Staff as Stakeholders:

The interaction of the faculty and staff with the leadership is mainly during the meetings at the commencement and end of each semester, Faculty Council meetings,

regular meetings with committees etc. In these meetings, the action plans are appraised and reviewed.

Parents as Stakeholders:

The parents are appraised about the rules and regulations, performance of their wards whenever they visit the campus.

• Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

During interactions with the stakeholders, the institutional needs in terms of academics, research, administration, infrastructure etc are identified. These needs are then prioritized to make budgetary provisions to create support services. The college adopts the principle of macro planning by the leadership, delegation of authority and decentralization of micro planning for fulfilling the identified needs and monitoring the policies and plans.

• Reinforcing the culture of excellence

The policy of the college is to pursue excellence as a continuous process in every sphere of activity. The primary role of leadership of the college is to motivate the students and staff to imbibe knowledge, enhance skills and build competencies towards achieving excellence. This in turn ensures reinforcement of the culture of excellence. The college has established the Quality Management System to achieve excellence in all our activities. As a step towards this the college has acquired ISO Certification in April 2015.

• Championing organizational change

A major step towards bringing the desired change in the college involves introspection and SWOC analysis of the organizational process on the quality grid. The processes are classified as best, good and 'not so good'. Then action plans are designed to sustain the best practices, to consolidate on good practices into best ones and transform the 'not so good' into good ones by concerted efforts.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The policies and standards are reviewed by IQAC and are presented during the meetings for discussion and necessary changes are incorporated.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The Management of the college gives the Vision and direction for the growth of the institution through the development and implementation of Master Plan. Besides, by choosing the accomplished academician as Principal, experienced hands as HODs and dedicated teachers in IQAC team, the top Management has demonstrated its commitment to provide a dynamic and progressive academic leadership to the faculty team.

6.1.6 How does the college groom leadership at various levels?

The leadership of the college is an amalgamation of leaderships in academic as well as administrative spheres which overlap. HODs of academic departments independently lead their departments. Several committees are constituted by the Principal to look after the special need based tasks.

The faculty members are empowered to assume leadership roles in IQAC, various committees, Faculty Council at the college level and class in-charge, HOD, Mentor etc at the department level.

Students are empowered to assume leadership roles through Student's Council, department associations, members in committees as well as involvement in conduct of co-curricular and extra-curricular activities.

The college adopts the strategy of selecting the right person for the right role and providing clear cut guidelines and then vesting authority with accountability, for grooming leadership.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The academic departments and other units like library, NSS etc have diverse requirements. Each department has 100% autonomy for planning academic sessions, internal distribution of teaching load, planning industrial visits and association activities etc. NSS Unit functions according to the programme outlined by the university. Each department has an annual budget based on their needs and has the discretion to utilize the budget according to the needs.

The IQAC serves as a coordinating system linking and supporting the different units. With regard to planning and scheduling of academic activities, student's participation and inputs are ensured at the department level, in addition to the participation of all teachers.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The top Management of the college always encourages participatory management involving vertical and horizontal authorities on the principles of decentralization of functions with delegation of authority. The college espouses participatory decision-making and management through a system developed and deployed by IQAC. A host of statutory and administrative committees with operational and limited financial autonomy are constituted to govern various administrative functions of the college. These committees have representations from students as well, wherever wanted. It is felt that this creates an ambiance of ownership for all stakeholders leading to a sense of responsibility and need to excel.

6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

In the college, evolving strategy for the growth and development of the college involving measures to maintain and enhance the quality of human resource and infrastructural facilities, is the primary responsibility of the top Management. This strategy is designed in tune with the Vision and Mission of the college on one hand, and weaving quality parameters across the college resources and processes involving long-term and short-term plans.

The college has a formally stated Quality Policy namely, the current guiding principles for the quality strategies and systems.

The Quality Policy of the college is given below:

We shall adopt and develop best practices for:

- ❖ **Continuously improving our teaching and learning capability**
- ❖ **Keeping the curriculum relevant to the needs of the society**
- ❖ **Maintaining an environment conducive to research for delivering academic excellence to the global society**

The Quality Policy was developed through a participatory process of getting feedback from various stakeholders of the college, and the top Management approved the same. The Quality Policy is communicated to all the stakeholders effectively.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The college has a perspective plan which was evolved through a process of consultations with various stakeholders at different levels.

The following aspects were considered while developing the perspective plan of the college:

- ❖ Possibility of becoming an autonomous college and the long-term goal to become a deemed to be university by 2020.
- ❖ Trend in higher education in favor of Management and Commerce.
- ❖ Economic viability and sustainability of the various programmes offered by the college.
- ❖ Enhancement of library, academic administration and office automation through ERP.
- ❖ Developing the IT infrastructure to support global research competencies.
- ❖ Introducing PG Programs in the year 2016-17 after acquiring NAAC Accreditation.

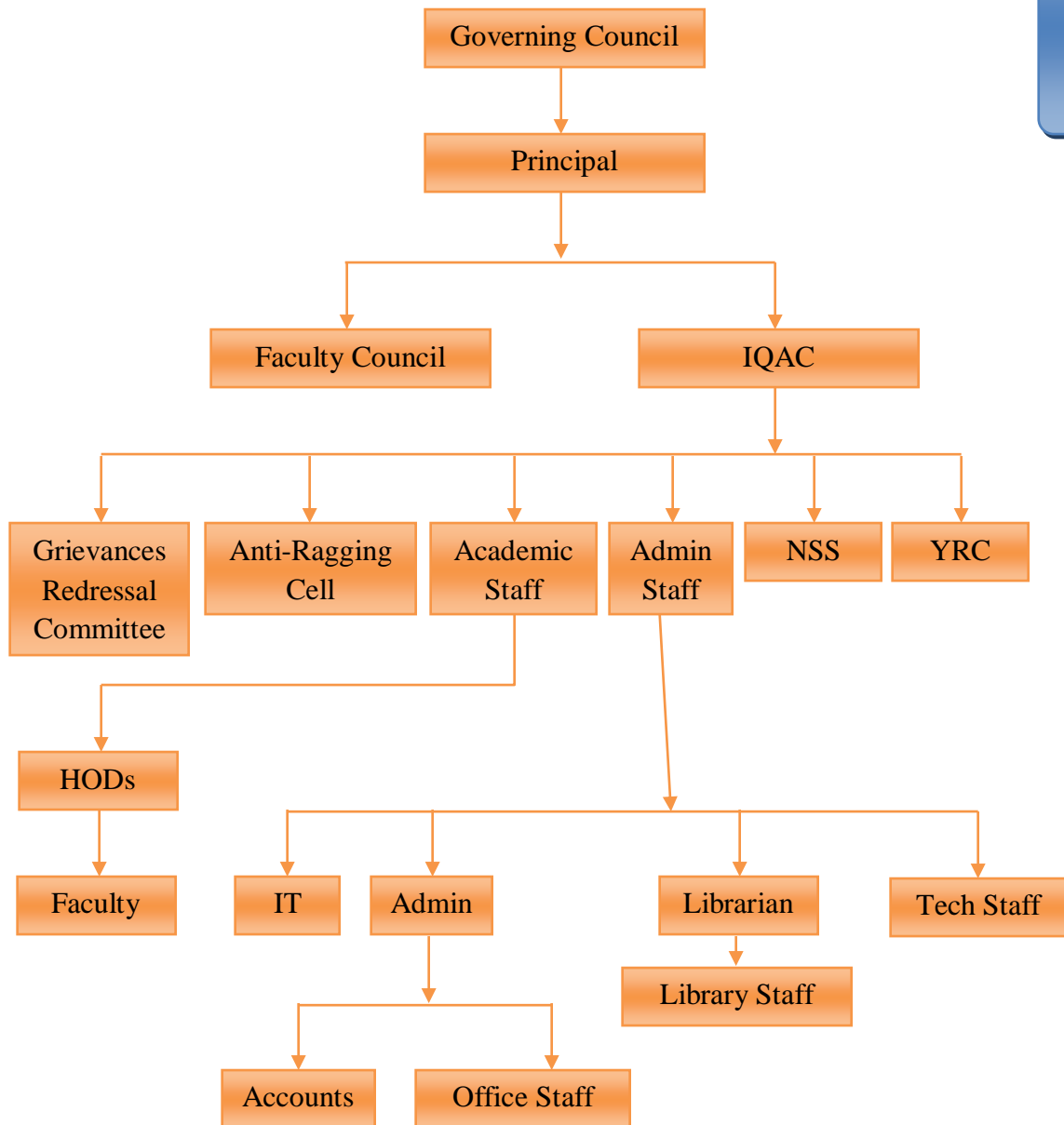
6.2.3 Describe the internal organizational structure and decision making processes.

The college is run by the Centre for Developmental Education, a non-profit registered society. The Secretary of CDE is the Secretary of the college and he is the Chairman of the Governing Council and the Principal of the college is the Member Secretary of the Council. Statutory bodies such as Faculty Council, Anti-Ragging Cell etc are also included in the organizational structure of the college.

The internal organizational structure is designed on the principle of participatory management, wherein the broad framework of policy at macro level is the prerogative of the top Management while implementation is (through micro-planning) through vertical hierarchy of authorities as well as horizontal and collegial empowerment of faculty and the staff.

The decision-making procedures are made at appropriate levels in the organizational hierarchy. An optimum level of decentralization and a participative decision-making process are in practice.

The internal organization chart is given below:



Decision-making is practiced through effective communications at all levels through interactive meetings, including intra-departmental meetings.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

The quality improvement strategy has the following important components to be deployed and monitored.

• **Teaching-Learning & Evaluation**

The college perceives teaching-learning as a process which fosters higher levels of thinking and learning viz. applying, analyzing, evaluating and creating. This policy is encapsulated in the teaching-learning process of the college. The process is student-centric, participative and transparent.

To maintain and enhance quality, the college has developed internal systems to plan and review teaching-learning and evaluation. The following are the important components:

1. An academic calendar is designed as a broad framework comprising of academic plans, plans for students' activities.
2. Academic departments have autonomy in academic matters and for planning departmental co-curricular activities.
3. Teachers have to submit a copy of their teaching plan. During periodic meetings at the departmental level, teaching-learning process is reviewed and corrective measures are planned.
4. The college strictly follows the university rule of 75% attendance for the students. Every department monitors the attendance of the students. Defaulters in attendance are warned and their parents are intimated by the teacher in-charge about the same.
5. College conducts centralized Mid-Semester and End-Semester examinations and this is taken care of by the Examinations Committee.
6. Care is taken for the confidentiality in setting question papers.
7. Students' feedback on classroom teaching is obtained in a fair and transparent manner. The follow-up on feedback is also done for taking corrective steps.
8. Enhancing IT facilities, competencies and capabilities in teaching-learning, computerized functioning of library are prioritized.

• **Research, Consultancy and Development**

The college is conscious of the fact that research at the level of faculty and students is utmost important to remain as a dynamic member of the Knowledge Society. Improvement in research is imperative for the academic progress of the college. This requires systematic plan and implementation of the quality policy which consists of the following:

- ❖ Constitution of Research Advisory Committee
- ❖ Monitor and Support the progress of every research activity of the college

The Research Advisory Committee has the jurisdiction encompassing the activities

of research such as:

- ❖ Admission of research scholars for research programs.
- ❖ Guidance for getting research grants from various agencies.
- ❖ Follow-up on research projects through meetings with invited experts.
- ❖ Encourage research work.
- ❖ Overall monitoring of research work.
- ❖ Appreciation and recognition of quality research work.

As such the college has not yet been recognized as a research centre by the affiliating university. The college is taking necessary steps for the same, and is anxious to implement the above mentioned activities.

• Community engagement

Understanding social responsibilities and giving back to the community as a service are important touchstones of human development. The college is conscious of its role in responding positively to the issues concerning the community. Community oriented initiatives of the college through NSS and YRC have resulted in involvement of staff and students in a host of activities.

• Human Resource Management

Human resources form the edifice on which the quality pyramid of academic process is built. Therefore the recruitment of qualified and competent teachers and staff is the basic requirement of quality assurance and providing opportunities for continuous training for enhancement of quality. Again for providing quality education, the important criteria are

- a) a fair and transparent admission procedure
- b) counseling
- c) opportunities for holistic development

To achieve this, important systems are put in place for faculty, support staff and students integrated into the institutional functions and processes.

Faculty:

- ✓ Recruitment of teachers is based on merit according to the reservation policy.
- ✓ Teachers are encouraged to update their knowledge and pedagogy.
- ✓ Teachers are supported to engage in research.
- ✓ Recreational facilities are provided in the campus.
- ✓ Teachers are encouraged to network with research scholars and institutions across borders of discipline.

Support Staff:

- ✓ Computer training is imparted to staff whenever required.
- ✓ Computer capabilities are insisted for recruitment.

Students:

- ✓ Admission is based strictly on merit following the rules of reservation.
- ✓ Counseling is available for students to select a programme according to the choice of career.
- ✓ Activities are planned to develop holistic personality.

• **Industry interaction**

In the college, Industry interaction happens at three levels.

1. As a means to enhance and enrich the curriculum delivery.
2. To get feedback on curriculum and training.
3. To facilitate campus recruitment.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

This is achieved through data generated from feedback obtained from various stakeholders as part of the regular academic and administrative process and through personal interactions with the stakeholders.

The head of the institution ensures availability of adequate information for the top Management to review the activities of the college in the following ways:

1. Annual report of the college submitted to the university.
2. Students' feedback on curriculum delivery.
3. Result analysis of university examinations.
4. Details of admissions submitted to top Management.
5. Placement details submitted to top Management.
6. Minutes of Faculty Council and faculty meetings.
7. Reports of IQAC.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college adopts the policy of participatory management and administrative

practices which ensure the decentralization of the activities, involving teaching and non-teaching staff. Involving staff in management practices, procedures and imparting training, improve the effectiveness and efficiency of the institutional processes. Also the staff are encouraged to involve in the institution building through a fair level of autonomy for academic planning and budgeting.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The Governing Council of the college was duly constituted with two university nominees in February 2014 and two meetings have been conducted so far i.e. on 20.3.2014 and 26.12.2014.

The resolutions made and the status of implementations during the last year are given below:

1. The Council resolved that the college should take steps to register for UGC INFLIBNET.

Accordingly, the college is now having the facility of UGC-NLIST.

2. The Council advised that the college should take steps to offer certificate programs for enhancing the skills of the students to make them employable.

The Department of English and the Department of Computer Applications conducted short-term certificate courses in communication skills and programming courses of IIT, Mumbai respectively.

3. The Council recommended that the website of the college should contain the unique features of the college to promote admissions.

The college website is updated with the unique features of the college.

4. The Council stressed that the faculty should be encouraged to register for Ph.D and publish papers in journals and present papers in National Seminars.

Consequent to this, two teachers have registered for Ph.D and several teachers published their papers in referred journals and presented papers in national seminars.

5. The Council recommended that for the effective promotion of research, the college should constitute a Research Advisory Committee.

Based on this, the Research Advisory Committee was constituted.

6. The Council resolved that internship should be introduced to improve academic standards. The college is taking steps in this direction.

7. The Council recommended that a common Alumni Association can be

established across IFIM Institutions. IFIM Alumni Association, registered under Society's Act has been established.

In addition to IFIM College, the sponsoring society viz., Centre for Developmental Education is also running other educational institutions such as IFIM Business School and IFIM Law College. For effective and efficient governance and management of all the institutions under CDE, an apex body called Executive Council is functioning.

The Executive Council is empowered to frame policies and take decisions relating to admissions, budget, fee structure, financial issues, quality assurance and management, accreditation, introduction of new courses and enhancement of intake, scholarships and dismissal of students and the individual institutions are required to take appropriate steps to implement the same.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The college is affiliated to Bangalore University and it has the provision for according autonomous status to affiliated colleges. The college will take the necessary steps for getting autonomy after getting accreditation from NAAC.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The college has the Students' Grievances Redressal Cell consisting of three faculty members. The staff and students can approach the cell to air their grievances/complaints orally or in writing and the cell takes steps to address the same, with the help of the Principal, HODs and administrative department. A Suggestion Box is also provided to enable the students to represent their grievances. The college has the practice of addressing the complaints received from various quarters promptly so as not to allow complaints to turn into grievances.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There is no instance of court cases filed by and against the college in the last four years.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of

the institution to such an effort?

The college has introduced structured feedback mechanism to collect feedback on teacher performance and the feedback collected is analyzed and necessary corrective measures are taken by the concerned departments.

The college has also introduced the exit feedback wherein the feedback is collected from the students regarding academic courses, course delivery, infrastructural facilities and placement. Based on the feedback, appropriate actions are taken.

The college has decided to design and introduce a comprehensive student satisfaction survey during 2015-16 to enhance the services provided by the college.

6.3 FACULTY EMPOWERMENT STRATEGIES

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The strategy of the Management is to ensure the opportunities for faculty and support staff to enhance their knowledge and capabilities as an ongoing process. This is achieved by creating an ambience conducive for staff members to enjoy job satisfaction, to inculcate a sense of belongingness and ownership. The strategies adopted by the college for empowerment of faculty are orientation and mentoring new recruits and carrying our empowerment as a continuous process.

Empowerment of new recruits involves adherence to reservation policies of the government. The profile of the college consists of 24 teachers, SC- 9.1%, OBC- 4.5%, and differently-abled- 4.5% and women- 54.5%. The newly recruited faculty members are oriented to align with the work culture of the college by the Principal and HODs. Mentoring is informal through interaction with senior teachers and peers. They are also assigned administrative responsibilities to inculcate a sense of belongingness.

Empowerment of faculty members on a continuous basis is achieved through encouragement to keep abreast in their domain knowledge as well as pedagogical skills, acquire new dimensions of knowledge and carrying our research.

Efforts made by the college are:

1. Teachers are encouraged to pursue studies for acquiring higher qualifications like M. Phil, and Ph.D.
2. Teachers are deputed to participate in workshops and seminars organized by the university for acquiring insight into revised syllabi and curricula.
3. Book exhibitions are periodically arranged by the college librarian so that the staff and students get an opportunity to explore titles of various

- authors under one roof at their workplace. Teachers also can select books required for their departments.
4. Teachers are encouraged to acquire new skills especially ICT Skills. Short term computer education programs are conducted to support the teachers.
 5. Teachers are encouraged to participate in conferences/seminars in areas beyond their syllabi, in areas of recent trends in their field of study and inter-disciplinary areas to enhance their competencies. Special leave, partial/full reimbursement of expenditure on travel and registration charges are granted.
 6. Teachers are encouraged to publish papers and author books. In the last four years, a total of 32 articles in peer-reviewed journals have been published. Dr. Gitanjali of Commerce Department has also authored a book titled “Macro Business Environment”. Mr. Seshachalam. A of Management Department has co-authored two books titled “Advanced Financial Accounting” and “Financial Management”.
 7. Almost every teacher is involved in the corporate governance of the college.
 8. Achievements of the teachers are acknowledged at various platforms by the Management.
 9. College also gives ‘Best Teacher Award’ which is a cash award of Rs. 25,000/-

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The college has developed a performance management process which starts with the annual self-appraisal submission by each teacher to the Principal. The Principal in turn finalizes the performance review incorporating feedback and other data. This is followed by a personal discussion with concerned faculty for acknowledging the strengths and giving inputs for performance improvements.

The college practices a transparent recruitment procedure, friendly work culture and salary commensurating with qualification which ensures job satisfaction. The Management encourages all researchers to participate in various faculty development programs. The teachers have the freedom to plan and execute tasks/lectures and conduct co-curricular and extra-curricular activities. The college also extends adequate facilities for carrying out research.

The non-teaching staff are encouraged to upgrade and hone their administrative, technical and soft-skills. The non-teaching staff get additional opportunities to learn about new methods employed in the conduct of entrance examinations conducted in the college.

The top Management adopts the policy of creating a work culture and ethos where every staff member feels that he/she is responsible and important in the educational processes of the college.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance appraisal is an important tool for planning empowerment of teachers. The mechanism of performance appraisal of faculty members consists of two components.

1. Self-appraisal submitted by teachers.
2. Feedback on faculty by students, contribution of faculty for the growth of the college.

Self-appraisal reports are submitted annually by the teachers and the reports reflect on the performance of teachers in terms of teaching quality, contribution to the process of evaluation, upgradation of knowledge and skills, contribution to the growth of the department and the college, involvement in co-curricular and extra-curricular activities.

Teachers are evaluated by students through a structured feedback format. The feedback is quantified.

Teachers are evaluated in terms of their contribution to the growth of the college in terms of their involvements in committees, admission process, examination process etc.

The performance of the teachers is evaluated by a committee consisting of Director, Principal and HOD.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Performance reports are analyzed and communicated to the Management by the Director. The Management ensures transparency in review of performance based appraisal system. The teachers and non-teaching staff are categorized in four levels

viz. Exceeding Expectations, Meeting Expectations, Meeting Some of the Expectations, and Below Expectations. All the teaching and non-teaching staff are duly informed about the results of performance appraisal through Manager (HR). There is also a provision of appeal if any teacher or non-teaching staff is not satisfied with the result of appraisal. The Appeal Committee consisting of Secretary, Principal and Director (UE) will consider the appeal in the presence of the aggrieved person.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The Management has made provision for Gratuity, Medical Insurance, Staff get-together, Maternity leave, Paternity leave, PF, OD and special casual leave.

Welfare Scheme	% of benefited by the scheme
Group Insurance	100%
Maternity Leave	10%
Paternity Leave	5%
Special Leave	-
PF	74%
Gratuity	-

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The following measures help to attract and retain experienced and eminent faculty:

- ❖ Advertisements are given in national news papers and selection is always made on the basis of merit.
- ❖ The college offers attractive salary package.
- ❖ Infrastructural support for research activities, fitness and health care.
- ❖ Good work ambience and salubrious climate.

6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The college is self funded and is not eligible to receive any grant from the state

government or from UGC. The only revenue to the college is the fees collected from the students. The departments are motivated to prepare their annual budget and plan with a view to facilitate departmental autonomy and participatory decision-making.

The annual budget of the estimated income and expenditure is prepared at the beginning of the financial year. The expenses are closely monitored and it is ensured that they are within the approved limits.

The accounts department of the college keeps record of resource mobilization and expenditure. Periodic review of the receivables as well as expenditure and modulation of expenditure are the strategies that help in effective monitoring of available financial resources.

The monitoring mechanism involves the following:

- ❖ The accounts of the college are subject to external auditing by a certified Chartered Accountant.
- ❖ Transparency in transactions is through bills and vouchers only.
- ❖ All payments and receipts (fees) are through bank only.
- ❖ Major purchase is done on the basis of quotations.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The accounting of the college is computerized; the package Tally 9 is currently being used. This facilitates both the accounting and auditing.

As the college is self financed, audit by government department is not carried out. For auditing the accounts of the college, the Management has appointed an eminent firm of Chartered Accountants. The auditors advise the college in the maintenance of book of accounts and practice maximization of financial resources. Points raised by the auditors are discussed with the Director/Secretary and compliance is ensured. There has been no adverse comment on the accounts by the auditors.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Major sources of institutional receipts are:

- Fees collected from students and Bank interests.
- No reserve/corpus fund is available.
- Deficit is managed through financial support sought from the Management

and the bank loan.

A consolidated table of audited income and expenditure statements for the last four years is given below:

Fund Source	2010-11	2011-12	2012-13	2013-14
Towards Salary	1,88,85,000/-	2,05,44,000/-	3,61,78,000/-	4,20,96,000/-
Bank loan for deficit	6,26,59,000/-	5,01,62,000/-	1,99,50,000/-	83,76,000/-
Management Contribution	-	60,00,000/-	30,00,000/-	-

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The college has not made any effort in securing additional funding.

6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The Management of the college is quality conscious and acts as the driving force for continuously monitoring the teaching and non-teaching staff, functions and facilities. The college has Quality Assurance Systems including IQAC and a number of committees to monitor various functions of the college. IQAC is operational at the college since December 2014.

The college, as a learning organization can be seen as a synergy of sub-systems aiming at holistic education with IQAC as the pivotal component in Governance, Leadership and Management subsystem. The institution is taking effective steps towards quality assurance and enhancement, through self regulated continuous feedback mechanism and standards.

The IQAC for the college was constituted in December 2014 and it comprises of senior teachers from academic departments. The IQAC functions through its members exerting quality control through periodic review. The IQAC is empowered to suggest policy and process for enhancing the quality especially of

teaching-learning, evaluation and related administrative functions.

The first requirement of quality assurance is recruitment of qualified and competent team and providing continuous training for maintenance and enhancement of quality. The second one is to have a fair and transparent admission procedure and counseling as students form the soul of the institution.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

The following decisions were taken by the IQAC for necessary approval and implementation:

- ❖ Formulation of Quality Policy for the college in a participatory approach.
- ❖ Developing Quality Standards in Teaching-Learning and Evaluation.
- ❖ Initiating training programs for enhancing employability of students.
- ❖ Establishing UGC Network resource.
- ❖ 'Best Teacher Award' - proposal
- ❖ Developing 'Graduate Attributes' in a participatory process.
- ❖ Preparing a Student Charter in a participatory mode involving various stakeholders.
- ❖ Establishing the Research Advisory Committee for the college to promote Research Activities.

As the IQAC was formed recently, the college was able to get the approval of the Management for the decisions taken by IQAC. Some of the decisions have been implemented and the remaining decisions are under different stages of implementation.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

As the IQAC is in the infant stage, there are no external members in the IQAC. We have proposal to include external members in the ensuing academic year (2015-16). We wish to have collaboration with industry, fund mobilization, placement activities with the help of external members.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The IQAC has two student members, one from the first year and the other from second year. Te IQAC involves students' participation in the implementation and documentation various systems. The college plans to make use of Alumni

participation in IQAC in the near future for developing corporate relations, placements and curriculum improvement.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

As IQAC involves dynamic, multipronged activities, dissemination of information is crucial for implementing policy through action plans. Members of IQAC play a vital role in communication of action plans to various internal stakeholders. This communication is effected through e-mails, circulars, face-to-face meetings and interactions. It is the endeavor of the college to make all communications ICT enabled.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

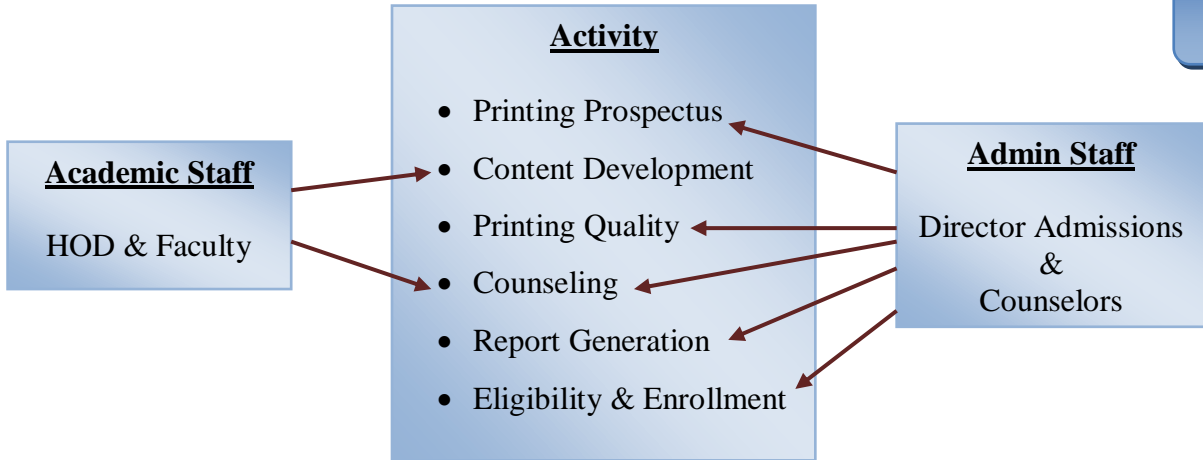
In an academic institution, the teaching-learning, evaluation and the administrative functions are intricately interlinked. Quality Assurance is ensured only if quality control measures in academic and administrative processes are aligned. An operational framework shows the various levels and activities at which quality control measures are monitored.

Example: Conduct of academic sessions like lectures/practicals.

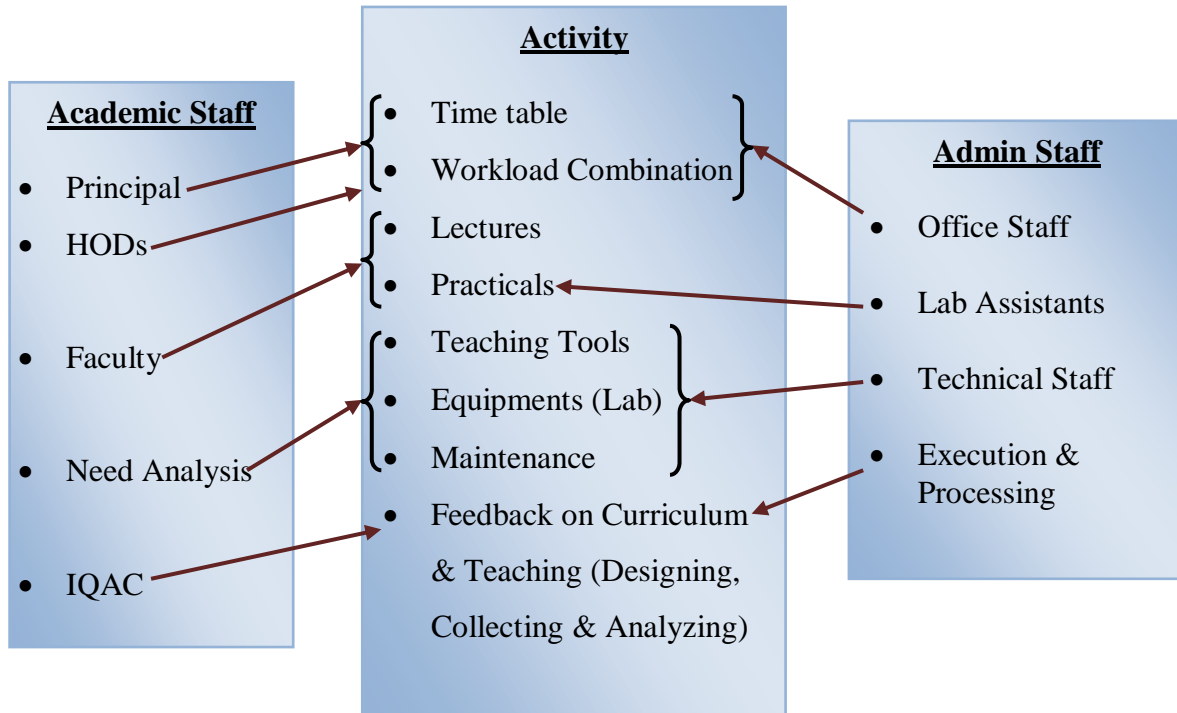
Task	Faculty	Administrative Staff
Time Table	HOD, Principal	Prepare, display Time Table, Ringing the bell
Attendance	Faculty	Processing, display attendance
Academics	Preparation of teaching plan, Preparation of lectures, Deliver, Write work diary	-
Classroom Preparation	Requirement in class specified	Arrangement, LCD, Laptop Cleanliness

The details of operationalisation are illustrated below:

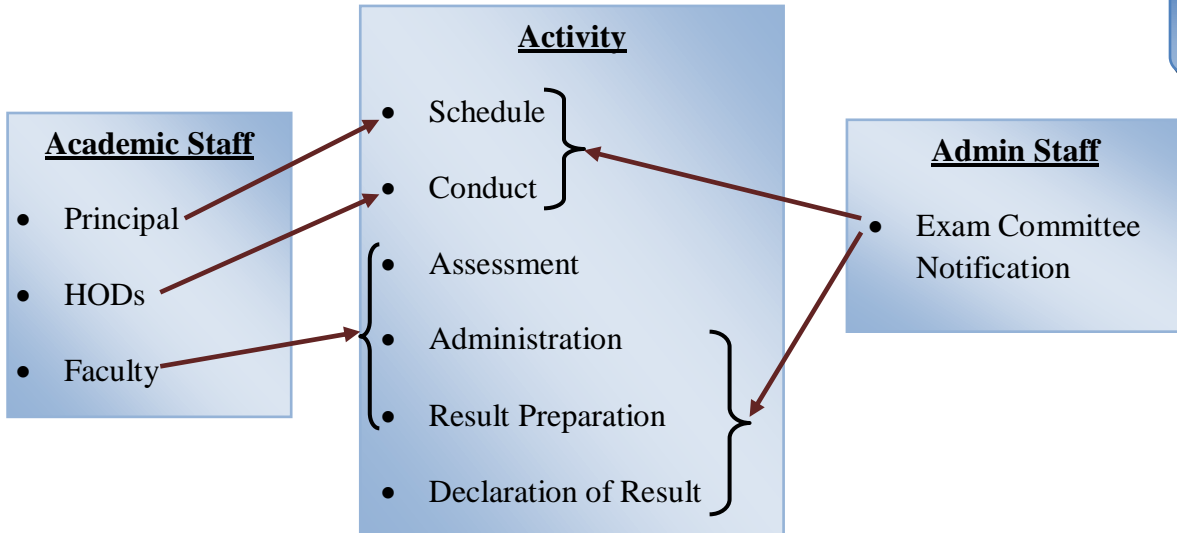
ADMISSION



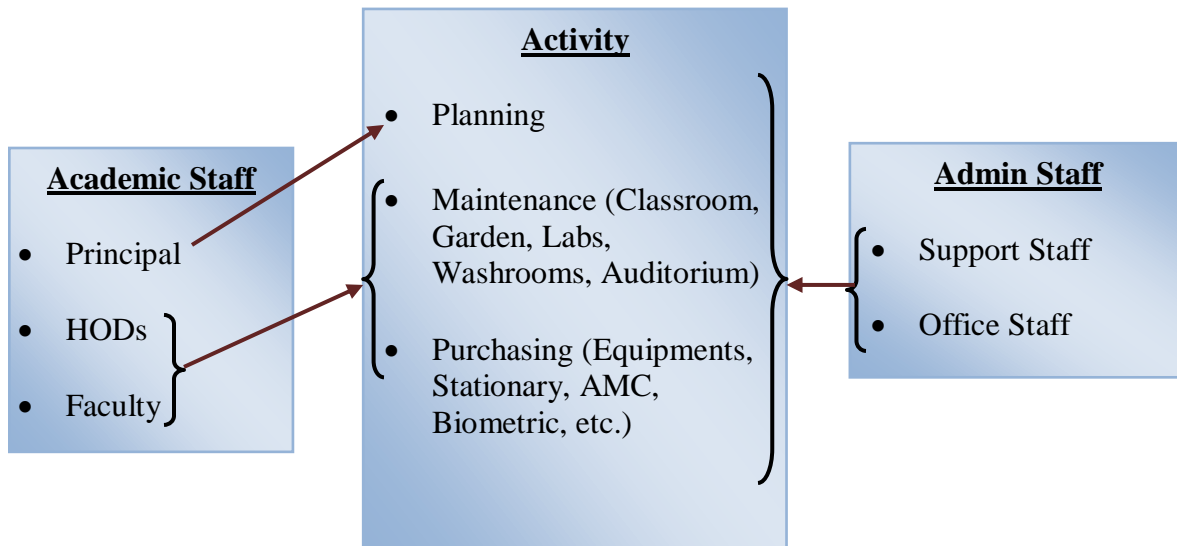
TEACHING-LEARNING



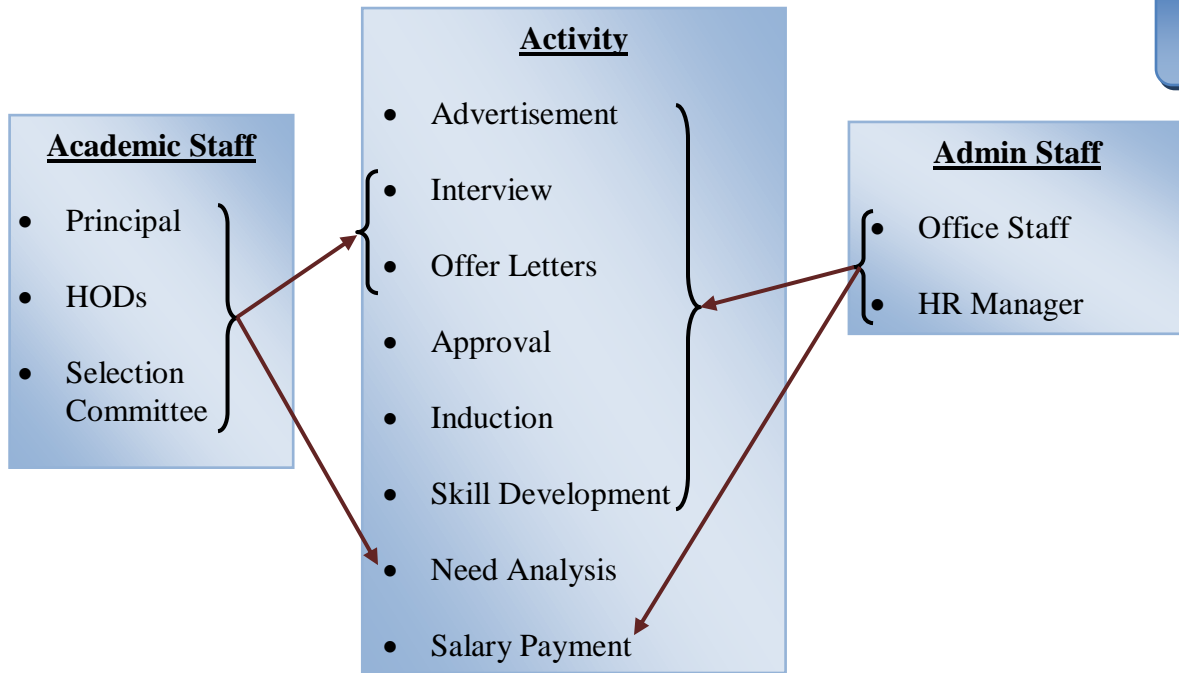
EVALUATION (Integrated Framework)



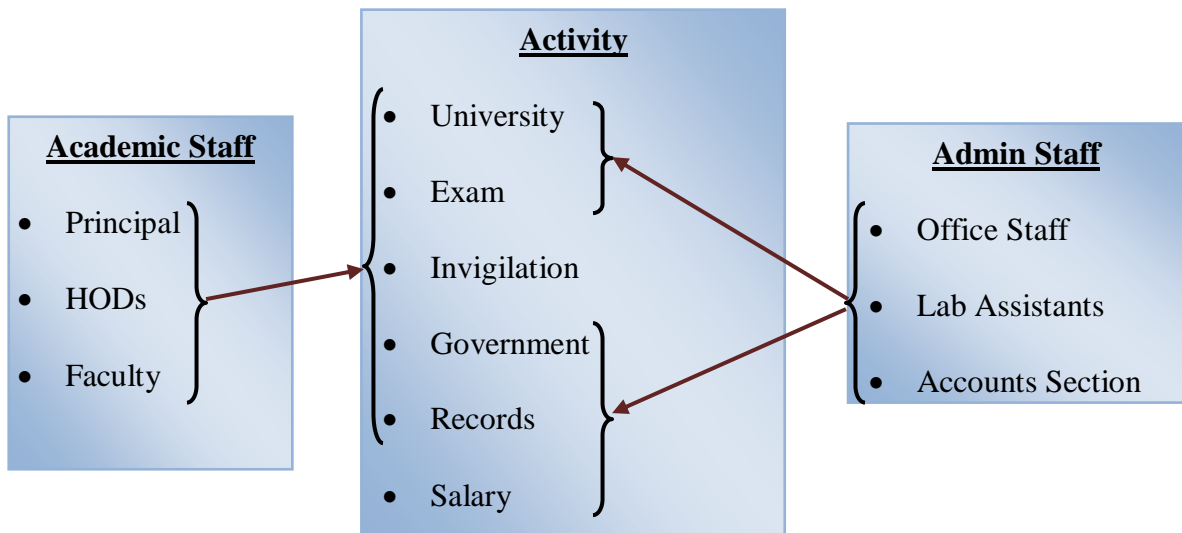
INFRASTRUCTURE



RECRUITMENT



ADMINISTRATION



6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The college is still in its infant stage and most of the teachers do not have undergone training in quality assurance in terms of conveners/members of university academic/administrative bodies. It is imperative that the teaching staff undergo training for implementing/assuring quality measures. IQAC of the college is planning to organize training programs on quality related themes as part of the quality assurance initiatives.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Academic audit of the departments is an important initiative for quality assurance of the college. At the institutional level (internal) academic audit is practiced. The audit parameters comprise of students’ performance and progression, teachers’ performance based on self-assessment and feedback. The convener of the audit committee submits a report which is perused by the Director (UE) of the college. The outcomes of this exercise have helped the college to streamline the activities of the various clubs and make improvements in academic areas such as, remedial coaching and graduate attributes development.

The college intends to have academic audits with external academic experts, after gaining necessary experience with internal audits.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The Internal Quality Assurance Mechanism is an auto regulatory system involving teaching staff, non-teaching staff and students. All the staff members are encouraged and required to maintain the quality standards in all functions and processes of the college. Academic autonomy of the departments offers freedom to the departments to adopt the quality assurance measures according to the need of the departments. The departments are also required to adhere to the procedures laid down by the university in terms of teaching and evaluation. Aligning the internal and external quality assurance systems is thus a decentralized process.

The college also has to comply with the rules and regulations of Government, University, and NAAC etc.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The office of the Principal and HODs ensure that quality measures in teaching-learning are carried out through the following institutional mechanisms:

- ❖ Preparation of teaching plan
- ❖ Monitoring of attendance of students
- ❖ Monitoring the regularity of teaching through work diary
- ❖ Feedback from the students on the teaching-learning process
- ❖ Self-appraisal by teachers
- ❖ Examination Committee to conduct the internal examinations
- ❖ Departmental review on the internal and semester examinations
- ❖ Periodic review of facilities in the labs
- ❖ Continuous review of ICT facilities in teaching, learning, evaluation, library and office functions
- ❖ Internal academic audit
- ❖ Assessing the performance of students in placements

The process of review helps the college to analyze and understand the trends and gaps in students' performance and to plan improvements in different aspects of teaching, learning and evaluation, viz. organizing remedial classes, additional care for slow and gifted learners, training of faculty in pedagogical methods like self-learning techniques, developing rubrics for the evaluation of graduate attributes etc. Compliance with academics and course plan is ensured by the course teacher and HOD.

The learning outcomes are assessed through the monitoring of class participation of students by course teachers and assessing the performance of students in internal evaluation and result analysis of university examinations. The feedback from students on curriculum delivery is analyzed and corrective measures are taken for enhancing the quality of teaching-learning process.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Communication of the quality assurance policies, mechanisms and outcomes to the internal and external stakeholders is achieved through the following channels:

- ❖ Face-to-Face meetings of IQAC members, staff and management.
- ❖ Through academic audit.
- ❖ Technology aided communication through the website, e-mail.
- ❖ Through display boards.



Criterion - VII

Innovation and Best Practices



CRITERION VII

INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college has developed an environmental policy which states its commitment to protect and sustain ecological resources and their equilibrium within the campus. The various eco-sensitive and environment supportive activities of the college are the functional off-shoots of this policy. Conscious efforts are taken to inculcate a sense of responsibility towards the environment among the student community. The college is yet to take initiative regarding Green Audit.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

The college is located on the outskirts of Bangalore City but yet is blessed with a salubrious climate and the onus of maintaining an eco-friendly campus is borne by the college. Several initiatives are being taken by the college to translate the environmental policy of the college into reality.

- **Energy conservation Initiatives:**

The philosophy of energy conservation is put to practice through various initiatives undertaken by staff and students of the college.

1. Everyone in the college is energy conscious. Fans, AC machines, lights and instruments are switched off when not in use.
2. CFL Lamps and tube-lights are used in all the classrooms, auditorium, cafeteria, library and on the corridors of the college to ensure minimal use of electricity.
3. Departments are encouraged to conduct competitions based on environment related themes.

- **Use of renewable energy:**

The college plans to conduct awareness programs on the importance of renewable energy.

- **Water harvesting:**

Rain-water harvesting is done in the college campus. Also the waste water is recycled and used in toilets and for gardening.

- **Efforts for Carbon neutrality:**

The college is proud of keeping good gardens in the campus. Gardeners are employed to take care and maintain the green cover on campus ecologically planning the flora distribution. Landscaping of the campus is done with minimum disturbance to nature. Soil erosion is prevented by growing lawn and planting trees. The generator of the college is being checked periodically to reduce carbon emission.

- **Waste management:**

The college takes necessary steps in the disposal of waste. Use of plastics is minimized in the campus.

As the college is not offering Degree programs in Chemistry, Biology, etc., the issues of managing hazardous waste do not arise.

7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Innovations to foster institutional growth and academic development are the outcomes of necessity, required for sustenance and attained through brainstorming ventures or open forums at all levels of the institution.

Innovations are introduced at various levels viz. Teaching-Learning, Student Progression, Governance, Research & Development, Competence Development.

In Teaching-Learning, Evaluation

The admission process is transparent and the college abides by statutory reservation policies. Remedial teaching, extra tutoring, seminar presentations are innovative practices to motivate different core group of students and upgrade the viable outcomes of teaching and learning.

All the teachers prepare the teaching plan before the commencement of every semester and also maintain the work diary which illustrates the coverage of syllabus over the period of a semester. These innovative practices enhance the teaching performance. Allocation of group e-mail IDs is an innovative way of better communication and this allows dissemination of reading material, question banks etc.

The college has the practice of having class representatives and this acts as a healthy way of updating important lecture schedules, changes in class time-table etc.

The college celebrates Teachers Day, National Education Day etc. which inculcate the values such as truth, non-violence, compassion.

Research, Consultancy and Extension

Research culture is promoted among faculty and students by the effective functioning of the Research Advisory Committee. This committee provides information and advises faculty members, about various funding agencies.

Inculcation of research culture in foundation years of UG courses is desirable to put them on the path of higher studies following their graduation. Small ventures such as sample surveys, summer internships are attempts beyond knowledge from books.

Teachers are supported with financial assistance from Management funds to attend and present papers in national/international seminars and publish papers in national/international journals and these may be included as innovative practices.

Student support and Progression

The Centre for Continuous Employability (CCE) of the college through its actions enables our students to get exposed to interviews, group discussions required for campus recruitment.

The college has planned to award 'Best Student' in each department every year based on academic progression, prizes won in competitions, participation in co-curricular and extra-curricular activities. This will be implemented in the year 2015-16.

The college conducts an annual inter-collegiate fest AURA to energize and enthuse the students and give them an opportunity to manage events and work in a team.

Governance, Leadership and Management

The college has an open door policy between office and faculty that permits the accession of important institutional and personal records and files. The college has the practice of crediting the salary of staff directly into their bank accounts.

A healthy acceptance of biometry for automated registration of attendance and time is another important practice that has been introduced.

The college employs social media to campaign for admissions and to advertise departmental fests. This innovative approach has increased admission enquiries and provided wider publicity for the college events paving way for more participation.

7.3 BEST PRACTICES

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Best Practice I:

1. Title of the practice:

IFIM Annual Academic Planning

2. Goal:

The following core points constitute the goals and objectives of the practice.

- ❖ To plan the annual academic activities, aligning to the Vision and Mission of the college.
- ❖ To identify potential opportunities and areas of improvement of the college and the various departments of the college.
- ❖ To strengthen the spirit of cooperation and dedication between Management and faculty members.
- ❖ To provide a platform for expression of opinion, feedback new ideas and valuable suggestions for progress and improvement.
- ❖ To get recognition through academia pursuits.

3. Context:

IFIM journey towards excellence commences with the process of academic planning as soon as the activities of the academic year come to a close. This gives the IFIM family an opportunity to introspect and take stock of the activities carried out during the preceding academic year, take corrective steps for the errors and move forward with greater conviction and purpose. It is experienced that the Annual Academic Planning has proved to be of immense encouragement and confidence that ensure a good beginning, steady and smooth execution and ideal completion of the academic plans. The success of the venture with its proof of sustainability, dissemination of knowledge, broadened horizon of teaching and learning acted as a catalyst to strengthen the infrastructure of the college.

4. The Practice:

The Annual Academic Planning is a one-day programme organized for the entire teaching staff with the purpose of framing the academic activities for the forthcoming academic year. This practice was started for the year 2014-15 in May

2014. Each Department of the college is required to present the activities carried out during the just finished academic year and prospective plans for the next year. Every participant has the privilege and freedom to express his/her view and opinion, critically assess the activities and offer suggestions for improvement.

This practice is once in a year, making the teachers to come together, share their experiences, discuss matters that have a bearing and influence the curricular and co-curricular activities of the college.

5. Evidence of Success:

The success of this practice is evinced in the following ways.

- ❖ Clarity in academic schedules.
- ❖ Systematic implementation of curricular and co-curricular activities as per planning.
- ❖ Regular stock taking and evaluation results in sustainability and quality enhancement.
- ❖ Ensures that all improvement aspects of higher education are taken care of.
- ❖ Helps to set annual goals for specific improvement.

6. Problems encountered and Resources Required:

The Academic Annual Planning is done during the period of university examinations which affects the participation of teachers.

The college does not require resources such as finance etc for this practice but only the conviction and commitment of teachers which is available in plenty.

7. Notes:

External Experts and academicians are invited during the session and the inputs from them are really useful.

The sense of corporate identity and belongingness are encouraged to promote collaborative planning and implementations.

Best Practice II:

1. Title of the Practice:

Students' participation in quality enhancement

2. Objective of the Practice:

Main objectives are listed below.

- a) To make the students conscious of the quality approach of the college.
- b) To encourage students' participation in the enhancement of quality through their feedback.
- c) To develop quality circles in the institution with active involvement of students.
- d) To motivate students in design and implementation of IQAC action plans

3. Context:

Students constitute the major part of an education system. The active participation of the students plays a vital role for addressing the quality related issues and quality enrichment. The college requires the students to offer them suggestions and ideas for the overall growth and development of the college. The Students' Council and various departmental associations act as forums for the students to represent their views and display their organizational and leadership roles.

Students are given due representation in various curricular and co-curricular bodies. They are also included in various advisory committees through which they can offer their views and suggestions for improving the functioning off the college.

Class representatives meetings are conducted by the Principal periodically and feedback obtained regarding academic and other related matters.

Student members of IQAC give their suggestions for quality enhancement and they are given responsibilities to organize various programs and events. They also support the various organizing committees for conducting workshops, guest-lectures etc.

The students' demands and ideas are given due importance and necessary steps are taken for addressing the same.

4. Evidence of Success:

- ❖ Consistent good academic records of the students.
- ❖ Increase in number of books and journals in the library.
- ❖ More facilities and opportunities for co-curricular activities.
- ❖ Improvement in human relations and technical skills.

- ❖ College is free from students strike or unrest.

5. Problems encountered and Resources Required:

Students show reluctance to become members of various committees and hesitant to speak out on their problems and views.

However the college strives to inculcate in them, the importance of students' whole hearted participation.

However the college strives its best to align students in the quality enhancement process of the college.

Department of Computer Applications

1. **Name of the department:** COMPUTER APPLICATIONS
2. **Year of Establishment:** 2010
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

Bachelor of Computer Applications - UG

4. **Names of Interdisciplinary courses and the departments/units involved:**

S. No.	Subjects	Department Involved
1	Indian Languages (Hindi/Kannada/Additional English)	Language Department
2	English	Language Department
3	Banking & Insurance	Commerce Department
4	Financial Accounting & Management	Commerce Department
5	Accounting Package Lab	Commerce Department

5. **Annual/ semester/choice based credit system (programme wise):**

S. No.	Programme	Scheme
1	BCA: 2010-13, 2011-14, 2012-15, 2013-16	Semester (Y2K8 Scheme)
2	BCA: 2014-17, 2015-18	Semester & CBCS (Y2K14 Scheme)

6. **Participation of the department in the courses offered by other departments:**

S. No.	Subjects	Departments
1	Computer Fundamentals	Management, Commerce, Journalism
2	Computer Applications for Business	Management
3	Management Information System	Management

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Spoken Tutorial Projects from IIT Bombay

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts:

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./ Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Ph.D. Students guided
Ms. Sinzy Silvester	MCA, ME(CSE)	Asst. Professor & HOD	Computer Science	7	NIL
Mr. Bhavesh Kumar	MCA, ME(CSE)	Asst. Professor	Computer Science	7	NIL
Mr. Ambanna S.	MCA	Asst. Professor	Computer Applications	12	NIL
Ms. Lakshmi Saranya	MCA	Asst. Professor	Computer Applications	3	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Ph.D.	M. Phil.	PG
NIL	NIL	4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** Publication per faculty:**

S. No.	Faculty Name	No. of Publications
1	Mr. Ambanna S. Madabhavi	6
2	Ms. Sinzy Silvester	1
3	Mr. Bhavesh Kumar	1

*** Number of papers published in peer reviewed journals (national / international) by faculty and students:**

Faculty	Student
8	NIL

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): 8**

*** Monographs: NIL**

*** Chapter in Books: NIL**

*** Books Edited: NIL**

*** Books with ISBN/ISSN numbers with details of publishers: NIL**

- * **Citation Index:** NIL
- * **SNIP:** NIL
- * **SJR:** NIL
- * **Impact factor:**

S. No.	Faculty Name	Paper Title	Impact Factor
1	Mr. Ambanna S. Madabhavi	On Some Recent in Fuzzy $*g$ – Homeomorphism in Fuzzy Topological Spaces	0.3025
2		On Some Stronger Forms of Perfectly Fuzzy $\square \square$ Continuous Functions	
3		On Some Stronger Forms of Strongly Fuzzy $g^* \square \square$ Continuous Functions	
4		(Ti-Tj)-Pre-Semi-Closed Sets(Ti-Tj)-Pre-Semi-Continuous Mapsand(Ti-Tj)-Pre-Semi-Irresolute Maps in Bitopological Space	
5		On Some Stronger Forms of Completely Fuzzy $* g$ -Continuous Functions	
6		On Some Stronger Forms of Completely Fuzzy \hat{g} -Continuous Functions	
7	Ms. Sinzy Silvester	A Study on Children Health in India – A Case for Big Data Analytics	2.65
8	Mr. Bhavesh kumar	A Study of Unemployment in India – A Path towards Big Data Analytics	2.65

- * **h-index:** NIL

20. **Areas of consultancy and income generated:** NIL

21. **Faculty as members in**

- a) **National committees** b) **International Committees** c) **Editorial Boards....**

NIL

22. **Student projects:**

- a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

All students have to complete a project as part of their syllabus.

23. Awards / Recognitions received by faculty and students:

S. No.	Year	College Name	Event	Participants Name	Prize
1	2012	St. Joseph	Inter College/ Short Film	Sachin P.	I Prize
2	2012	JGI Inst. Of Management	Inter College/ IT	Sachin P.	I Prize
3	2012	IIMB	Inter College/ Filmis	Sachin P.	I Prize
4	2014	IZEE College	Inter College/ Short Film	Sachin P.	I Prize
5	2014	IZEE College	National/ Poster Design	Suraj Kumar & Darshini R	II Prize
6	2014	IZEE College	National/ Web Designing	Suraj Kumar & Darshini R	I Prize

24. List of eminent academicians and scientists / visitors to the department:

S. No.	Name	Designation
1	Butchi Babu M	Professor, Indus Business Academy
2	Kapil Garg	Head, IT, Aurigene Discovery Technologies Ltd.
3	Hirak kanti Paikray	Software Engineer, Global ITES Pvt. Ltd.
4	Venkatesh B B	Asst. Professor, AMC College
5	Dinesh Shivaprakasam	Software Design Team Lead, Verifone India Technologies
6	Vivek Kulkarni	Asst. Professor, Jain University
7	Fayaz S	Vice President, Consulting, MUSA Software Engineering Pvt. Ltd.

25. Seminars/ Conferences/Workshops organized & the source of funding:

a) **National:** NIL

b) **International:** NIL

26. Student profile programme/course wise: Program: BCA

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-14 Batch	18	11	11	0	43
2012-15 Batch	23	14	11	3	NA
2013-16 Batch	65	29	22	7	NA
2014-17 Batch	91	30	20	10	NA

***M = Male *F = Female**

**BCA (2010-13): In final semester only 12 Students appeared.*

**BCA (2011-14): In final semester only 7 Students appeared.*

**BCA (2012-15): In final semester only 11 Students appeared.*

27. Diversity of Students:

Name of the Course	Batch	% of students from the same state	% of students from other States	% of students from abroad
BCA	2010-13	32	20	26
	2011-14	17	33	50
	2012-15	43	57	NIL
	2013-16	55	45	NIL
	2014-17	23	73	3

**The above data includes dropped out students also.*

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression:

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	32	22
PG to M. Phil.	NIL	NIL
PG to Ph.D.	NIL	NIL
Employed		
• Campus selection	5	NIL
• Other than campus recruitment	15	22
Entrepreneurship/Self-employment	NIL	NIL

30. Details of Infrastructural facilities:

a) Library

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	71	10	103	89	96	369
Amount Spent	21,900/-	3,990/-	20,516/-	28,350/-	38,020/-	1,12,776/-

b) Internet facilities for Staff & Students:

Wi-Fi facility is provided to the staff and students on the campus. Faculties have been given with Desktop Computers.

c) Class rooms with ICT facility:

One classroom equipped with LCD projector and a Desktop Computer.

d) Laboratories:

Laboratory is equipped with 30 Desktop Computers with internet facility.

31. Number of students receiving financial assistance from college, university, government or other agencies:

	2013-14	2014-15
No. of Students	18	27
Scholarship Amount	2,00,000/-	3,35,000/-

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

S. No.	Name & Designation	Topic
1	Butchi Babu M, Professor, Indus Business Academy	Guest Lecture on “Recent Trends in IT”
2	Kapil Garg, Head, IT, Aurigene Discovery Technologies Ltd.	Guest Lecture on “Basic Concepts of Cloud Computing & its emerging trends”
3	Hirak kanti Paikray, Software Engineer, Global ITES Pvt. Ltd.	Workshop on “DOT NET Technologies”
4	Venkatesh B B, Asst. Professor, AMC College	Guest Lecture on “Personality Development”
5	Dinesh Shivaprakasam, Software Design Team Lead, Verifone India Technologies	Guest Lecture on “Career Development”
6	Vivek Kulkarni, Asst. Professor, Jain University	Guest Lecture on “Software Testing”
7	Fayaz S, Vice President, Consulting, MUSA Software Engineering Pvt. Ltd.	Guest Lecture on “Empowerment of minds”

33. Teaching methods adopted to improve student learning: Audio-Visual aids, Presentations, Simulations, Project Work.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NSS and YRC

35. SWOC analysis of the department and Future plans:

STRENGTHS

- ❖ Well qualified, experienced & energetic faculty team.
- ❖ Sufficient number of books in the library as prescribed by the university.
- ❖ Active participation of students in various activities of the department.

WEAKNESSES

- ❖ Visibility of the department.
- ❖ Minimal research paper publications by the faculty members.

OPPORTUNITIES

- ❖ Collaboration with IIT Bombay on “Spoken Tutorial Projects”, enhances students’ employability.

CHALLENGES

- ❖ To compete with the newly established colleges in the nearby areas.
- ❖ The University syllabus doesn’t include advanced technologies, which are required for developing curriculum projects and for better employment opportunities.

FUTURE PLANS

- ❖ To establish the PG department in Computer Applications affiliated to the Bangalore University.
- ❖ To organize Faculty Development Programs in collaboration with IIT Bombay and other institutions.

Department of Commerce

- Name of the department:** COMMERCE
- Year of Establishment:** 2009
- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
B. Com. (UG)
- Names of Interdisciplinary courses and the departments/units involved:**
 - ❖ Management
 - ❖ English
 - ❖ Language
 - ❖ Journalism
 - ❖ Computer Applications
- Annual/ semester/choice based credit system (programme wise):**

S. No.	Programme	Scheme
1	B.Com.: up to 2013-16	Semester
2	B.Com.: from 2014-17	CBCS

- Participation of the department in the courses offered by other departments:**
 - ❖ Management Department
 - ❖ Computer Application Department
 - ❖ Journalism Department
- Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
- Details of courses/programmes discontinued (if any) with reasons:** NIL
- Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	5	5

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph. D.
S. Nagalakshmi	MBA, M.Com.,	HOD and Asst. Professor	Finance	14	NIL
P. Muthulakshmi	M.Com., MBA, M.Phil.,	Asst. Professor	Finance	13	NIL
Lalatendu Mishra	M.Com., M.Phil., NET	Asst. Professor	Finance	3	NIL
Dr. Gitanjali	M.Com., MBA, M. Phil, PhD	Asst. Professor	Finance	8	NIL
S. Prabakar	M.Com., MBA, M. Phil, TNSET, KSET	Asst. Professor	Finance, HR	12	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Common Administrative Staff

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Ph.D.	M. Phil.	PG
1	3	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** Publication per faculty:**

S. No.	Faculty Name	No. of Publications
1	S. Nagalakshmi	6
2	P. Muthulakshmi	3
3	S. Prabakar	1

*** Number of papers published in peer reviewed journals (national /international) by faculty and students:**

Faculty	Past Period
10	NIL

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):** NIL

*** Monographs:** NIL

*** Chapter in Books:** NIL

*** Books Edited:** NIL

*** Books with ISBN/ISSN numbers with details of publishers:**

S. No.	Book Name	Author Name	ISBN No.	Publisher
1	Macro Business Environment	Dr. Gitanjali	978-93-82249-99-3	Thakur Publishers, Bangalore

*** Citation Index:** NIL

*** SNIP:** NIL

*** SJR:** NIL

*** Impact factor:**

S. No.	Faculty Name	Paper Title	Impact Factor
1	S. Nagalakshmi	Crowd Funding-An emerging trend in India	1.53
2		An article on IFRS implementation &	1.5408

		Challenges in India	
3		Growth of e-Commerce firms in India through Venture Capital Financing	1.53
4		A study on importance of measuring HRs effectiveness	0.8215
5	S. Prabakar	Employees satisfaction and Welfare measures, a case study with special reference to Don-Bosco College of Arts & Science, Dharmapuri, Tamilnadu	0.829
6		Creativity and Innovation for Contemporary Managerial Issues	1.53
7	P. Muthulakshmi	Growth of E Commerce Firms in India through Vernture Capital Finance	1.53
8		Factoring – An Untapped Resource for Indian SMEs	1.5408

* **h-index:**

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

NIL

22. Student projects:

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students:

1) Mrs. S. Nagalakshmi was awarded with Best Teacher Award by IFIM College during 2014-15.

2) First prize has been awarded for paper presented in ICSSR sponsored National Conference titled “Crowd Funding-An emerging trend in India”.

3) Following is the list of students achievements:

S. No.	Year	College Name	Event	Participants Name	Prize
1	2014	IZEE College	State Level/ Short Film	Naveen George	I Prize
2	2014	IZEE College	State Level/ Pencil Drawing	Pollab Durah	I Prize
3	2014	IZEE College	State Level/ Presentation	Pollab Durah	I Prize
4	2014	IZEE College	State Level/ Concept Marketing	Reno Fernandes	I Prize
5	2014	Alliance University	National Level/ Hidden Language	Pollab Durah	I Prize
6	2014	IBA B School	Intercollegiate/ Group dance	Shinoy	I Prize
7	2015	PES Institution	Intercollegiate/ Sketching	Pollab Durah	I Prize

24. List of eminent academicians and scientists / visitors to the department:

S. No.	Name	Designation
1	Dr. R. Ravichandran	Consul General, Latin America
2	Dr. K. Natarajan	Director, Dept. of Management Studies, PKR Arts College for Women, Gobichettipalayam, Tamilnadu
3	Dr. D. N. Moorthy	Dean, Research & International Relations, IFIM B-School, Bangalore
4	Dr. Manjunatha Shettigara M.	Professor, Christ University, Bangalore
5	Dr. Hari Krishna Maram	Director, Public Relation, IFIM Institutions, Bangalore
6	Dr. R. Satish Kumar	Head, PGDM Programs, IFIM B-School, Bangalore

25. Seminars/Conferences/Workshops organized & the source of funding:

a) **National:** NIL

b) **In ternational:** NIL

26. Student profile programme/course wise: B.Com

Batch	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-14	23	14	11	3	57
2012-15	13	7	5	2	83.33
2013-16	80	19	13	6	-
2014-17	118	40	23	17	-

*M = Male *F = Female

27. Diversity of Students:

Name of the Course	Batch	% of students from the same state	% of students from other States	% of students from abroad	No. of students enrolled
B.Com.	2010-13	65%	35%	NIL	31
	2011-14	57%	36%	7%	14
	2012-15	14%	86%	NIL	7
	2013-16	37%	63%	NIL	19
	2014-17	69%	31%	NIL	39

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression:

Student progression	Against % enrolled		
	2010-13	2011-14	Total
UG to PG	58%	14%	44%
PG to M. Phil.	NIL	NIL	NIL
PG to Ph.D.	NIL	NIL	NIL

Employed	NIL	21%	21%
• Campus selection			
• Other than campus recruitment	3%	14%	7%
Entrepreneurship/Self-employment	NIL	7%	7%

30. Details of Infrastructural facilities:

a) Library

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	127	20	126	175	212	660
Amount Spent	28,752/-	4,590/-	25,575/-	32,341/-	26,078/-	1,17,336/-

b) Internet facilities for Staff & Students:

- ❖ Wi-Fi facility for staff and students on the campus.
- ❖ Faculties have been given Desktop/Laptop with internet facility.

c) Class rooms with ICT facility:

- ❖ 3 classrooms for Commerce Department, out of that two with ICT enabled.

d) Laboratories:

- ❖ One Computer Lab with 60 Desktop Computers.

31. Number of students receiving financial assistance from college, university, government or other agencies:

	2013-14	2014-15
No. of Students	13	36
Scholarship Amount	1,75,000/-	4,55,000/-

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

S. No.	Name & Designation	Topic
1	Dr. R. Satish Kumar, Head, PGDM Programs, IFIM B-School, Bangalore	Challenges & Opportunities in the Corporate Sector
2	Dr. R. Ravichandran, Consul General, Latin America	Recent trends in International Business
3	Dr. Manjunatha Shettigara M., Professor, Christ University, Bangalore	The Role of Governance in Economy

33. Teaching methods adopted to improve student learning:

Lectures, Group Discussion, Role Play, Power-point Presentations, Assignments, Knowledge through Chart, Quiz, and Management Games.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NSS, YRC

35. SWOC analysis of the department and Future plans:

STRENGTH

- ❖ Well Qualified & Experienced Faculties.
- ❖ Well organized library.
- ❖ Producing good results in University Exams.
- ❖ Student Centric Activities.
- ❖ Discipline enforced by the Department.
- ❖ Good student-teacher relationship.
- ❖ Healthy relationship with parents.

WEAKNESS

- ❖ Minimal Research Activity

OPPORTUNITIES

- ❖ To introduce PG Programme.
- ❖ To attract foreign students.
- ❖ Becoming a research department.

CHALLENGES

- ❖ Financial Resources for activities.
- ❖ Shortage of time for co-curricular activities.
- ❖ Continuous popularity of the program.

FUTURE PLANS

- ❖ Increase the number of sections.
- ❖ Offering research programs.

Department of Journalism

1. **Name of the department:** JOURNALISM
2. **Year of Establishment:** 2013
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

Bachelor of Arts in Journalism

4. **Names of Interdisciplinary courses and the departments/units involved:**

Indian Constitution, Environmental Science

5. **Annual/ semester/choice based credit system (programme wise):**

S. No.	Programme	Scheme
1	BA(J): 2013-16	Semester
2	BA(J): 2014-17	CBCS

6. **Participation of the department in the courses offered by other departments:**

S. No.	Subjects	Departments
1	Indian Constitution	Management, Commerce
2	Environmental Science	Management, Commerce, Computer Applications

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL

8. **Details of courses/programmes discontinued (if any) with reasons:**

NIL

9. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph. D.
Ms. Shikha Kumari A.	MA(Communication)	Assistant Professor	TV News and TV Production	2	NIL
Ms.Hemalatha Gaikwad	MA (Literature),M.Phil	Assistant Professor	Indian English Literature	5	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 2.6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.:

Ph.D.	M. Phil.	PG
NIL	1	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

* **Publication per faculty: NIL**

* **Number of papers published in peer reviewed journals (national /international) by faculty and students: NIL**

* **Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete,**

Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL

- * **Monographs:** NIL
- * **Chapter in Books:** NIL
- * **Books Edited:** NIL
- * **Books with ISBN/ISSN numbers with details of publishers:** NIL
- * **Citation Index:** NIL
- * **SNIP:** NIL
- * **SJR:** NIL
- * **Impact factor:** NIL
- * **h-index:** NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

1. Shikha Kumari A. – Editorial Board(Face to Face, IFIM Magazine)

22. Student projects:

a) Percentage of students who have done in-house projects including inter departmental/programme:

All the students have to complete a project in Psychology as a part of university syllabus.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:
NIL

23. Awards / Recognitions received by faculty and students:

S. No.	Student Name	College	Event	Prize
1	Shivika Gureja	MES College	Tagline Quiz	1 st Prize

2	Jyotsna Bharti	MES College	Tagline Quiz	1 st Prize
3	Shivika Gureja	MES College	Photography	1 st Prize
4	Gowtham N.	MES College	Photography	2 nd Prize

24. List of eminent academicians and scientists/visitors to the department:

S. No.	Name	Designation
1	Antony Davis	Former Journalist and Founder of Production house VhtNow
2	Satish M. Rajan	Head, Department of Visual Communication, St. Joseph's College, Bangalore
3	M. Somasekhar	Director, Karnataka Television Production Association
4	Ranjini	Freelance Journalist, Author and Film Critic

25. Seminars/ Conferences/Workshops organized & the source of funding:

a) **National:** NIL

b) **In ternational:** NIL

26. Student profile programme/course wise: BA(J)

Batch	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2013-16	24	8	3	5	96.27%
2014-17	50	10	4	6	77%

*M = Male *F = Female

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA(J): 2013-16 Batch	20	80	NIL

BA(J): 2014-17 Batch	NIL	100	NIL
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28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression: NA

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--
Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) Library

S. No.	Academic Year	No. of Books	Amount Spent
1	2013-14	18	6,528/-
2	2014-15	41	22,665/-

b) Internet facilities for Staff & Students: Yes

c) Class rooms with ICT facility: NIL

d) Laboratories: Psychology Lab (1)

31. Number of students receiving financial assistance from college, university, government or other agencies:

S. No.	Academic Year	No. of Students	Amount
1	2013-14	3	30,000/-
2	2014-15	10	1,25,000/-

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Guest Lectures		
S. No.	Name	Topics
1	Antony Davis, Former Journalist and Founder of production house VhtNow	Contemporary trends in Television Media
2	Satish M. Rajan, Head, Department of Visual Communication, St. Joseph's College, Bangalore	Contemporary trends in new Media
3	M Somasekhar, Director, Karnataka Television Production Association	Present Media Scenario in India
4	Ranjini, Freelance Journalist, Author and Film Critic	Censorship in Indian Cinema
Seminars		
1	"National Media Seminar" conducted by Commits.	

33. Teaching methods adopted to improve student learning:

Case Study, Discussions, Presentations, Audio-Visual aids.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

NSS and YRC

35. SWOC analysis of the department and Future plans:

STRENGTHS

- ❖ Wide field of study with emerging trends included in course work.

WEAKNESSES

- ❖ Visibility of the department.

OPPORTUNITIES

- ❖ Exposure to various sections of mass communication ranging from reporting to film making.

CHALLENGES

- ❖ Meeting the industry requirement.
- ❖ To compete with newly established colleges in the nearby area.

FUTURE PLANS

- ❖ Setting up a studio and online News portal.
- ❖ Starting MA (Communication).

Department of Management

1. **Name of the department:** MANAGEMENT
2. **Year of Establishment:** 2009
3. **Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
Bachelor of Business Management/Bachelor of Business Administration - UG
4. **Names of Interdisciplinary courses and the departments/units involved:**
NIL
5. **Annual/ semester/choice based credit system (programme wise):**

S. No.	Programme	Scheme
1	BBM: 2010-13, 2011-14, 2012-15, 2013-16	Semester
2	BBA: 2014-17	CBCS

6. **Participation of the department in the courses offered by other departments:**

S. No.	Subject	Department
1	International Business	Commerce Department
2	Business Regulations	Commerce Department

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	1
Asst. Professors	NIL	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph.D.
Dr. N. Ramu	MBA, M. Phil., Ph.D	Principal & Associate Professor	Marketing & Finance	16	NIL
Dr. T. Karpagam	MBA, Ph. D	Assistant Professor & HOD	Human Resource	6	NIL
Ms. Vandana Srivastava	MBA	Assistant Professor	Marketing	8+	NIL
Ms. Manisha Saxena	MBA, PGDHRM, (Ph. D)	Assistant Professor	Marketing	8	NIL
Mr. Seshachalam. A	M.Com., M.Phil., MBA, PGDCA (Ph. D)	Assistant Professor	Finance & Human Resource	24	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 11:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Common Administrative Staff

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Ph.D.	M. Phil.	PG
2	1	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** Publication per faculty:**

S. No.	Faculty Name	No. of Publications
1	Dr. N. Ramu	4
2	Dr. Karpagam T	3
3	Mr. Seshachalam. A	2

*** Number of papers published in peer reviewed journals (national / international) by faculty and students: 9**

*** Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL**

*** Monographs: NIL**

*** Chapter in Books: NIL**

*** Books Edited: NIL**

*** Books with ISBN/ISSN numbers with details of publishers: NIL**

*** Citation Index: NIL**

*** SNIP: NIL**

*** SJR: NIL**

*** Impact factor:**

S. No.	Faculty Name	Paper Title	Impact Factor
1	Dr. N. Ramu	The influence of Personal values on purchase frequency among college students in Coimbatore	5.057

*** h-index: NIL**

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

NIL

22. Student projects:

a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL

b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

All students have to complete a project as part of their syllabus.

23. Awards / Recognitions received by faculty and students:

S. No.	Year	College Name	Event	Participants Name	Prize
1	2011	Sheshadripuram Academy	Inter College/Corporate Quiz	Jesse Vinay	I Prize
2	2011	St. Joseph	Inter College/Business Quiz	Jesse Vinay	I Prize
3	2011	Visveswaraya College of Eng.	Inter College/Black Tie	Jesse Vinay	II Prize
4	2012	-	National/Channel V- Nokia India Fest	Jesse Vinay	III Prize
5	2012	Jyoti Nivas	Inter College/Treasure Hunt	Jesse Vinay	III Prize
6	2012	Jyoti Nivas	Inter College/Good Word	Jesse Vinay	III Prize
7	2012	Jyoti Nivas	Inter College/Quiz	Jesse Vinay	I Prize
8	2012	SFS	Inter College/Computer Quiz	Jesse Vinay	II Prize
9	2012	BNM College	Inter College/Business Quiz	Jesse Vinay	II Prize
10	2012	BNM College	Inter College/Brand Makeover	Jesse Vinay	II Prize
11	2012	MES College	Inter College/Business Quiz	Jesse Vinay	III Prize

12	2012	Vijaya College	Inter College/Business Quiz	Jesse Vinay	II Prize
13	2013	IZEE College	Management Fest	Diya	II Prize
14	2013	IZEE College	Management Fest	Hari Om	I Prize
15	2013	IZEE College	Management Fest	Pari	I Prize
16	2013	IZEE College	Management Fest	Diya	I Prize
17	2013	IZEE College	Management Fest	Ashiq	I Prize
18	2013	IZEE College	Management Fest	Prathap	I Prize
19	2013	Alliance Carnival	Management Fest	Prathap	I Prize
20	2014	IFIM B-School	Management Fest	Siddharth	I Prize

24. List of eminent academicians and scientists / visitors to the department:

S. No.	Academicians and Scientists / Visitors to the Department
1	Dr. Swaminatahn Moorthi, Dean Academics, MSR Institute of Management, Bangalore.
2	Dr. N. Jayasankaran, Former Vice-Chancellor, Kanchi University, and Former Director BIM, Trichy

25. Seminars/ Conferences/Workshops organized & the source of funding:

- a) **National:** NIL
- b) **In ternational:** NIL

26. Student profile programme/course wise: BBM/BBA

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-14 Batch	35	16	14	2	68.5%

2012-15 Batch	26	16	10	6	N/A
2013-16 Batch	156	46	39	7	N/A
2014-17 Batch	142	44	34	10	N/A

*M = Male *F = Female

27. Diversity of Students:

Batch	Course	% of students from the same state	% of students from other States	% of students from abroad
2010-13	BBM	53.65%	36.58%	9.75%
2011-14	BBM	43.75%	50%	6.25%
2012-15	BBM	11.76%	82.35%	5.89%
2013-16	BBM	17.39%	82.61%	-
2014-17	BBA	25%	75%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression:

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	31	25
PG to M. Phil.	NIL	NIL
PG to Ph.D.	NIL	NIL
Employed		
• Campus selection	26	31
• Other than campus recruitment	2	6.25
Entrepreneurship/Self-employment	NIL	NIL

30. Details of Infrastructural facilities:

a) Library: Common Library for UG and PG

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	64	20	87	118	303	592
Amount Spent	27,611/-	9,444/-	14,998/-	14,700/-	51,319/-	1,18,073/-

b) Internet facilities for Staff & Students: Wi-Fi facility is provided to the staff and students on the campus. Faculties have been given with systems/laptops.

c) Class rooms with ICT facility: LCD facility in the classrooms can be used by the faculty and students for ICT enabled teaching-learning

d) Laboratories:

1. Learning labs for all students
2. Computer Labs

31. Number of students receiving financial assistance from college, university, government or other agencies:

	2013-14	2014-15
No. of Students	26	22
Scholarship Amount	3,30,000/-	2,70,000/-

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

S. No.	Name & Designation	Topic
1	Prof. Anand Narsimha, Dean, Planning and Development, IFIM B-School, Bangalore	Guest Lecture on “A Million or a Billion Minds-Consumer mega trends that are reshaping the Indian market place”
2	Dr. R. Ravichandran, Consul General, Latin America	Guest Lecture on “Recent trends in International Business”

33. Teaching methods adopted to improve student learning: Power-point presentations, Group Discussion, Assignments, Project Work, Case Studies, Role Play.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Blood Donation Camp, NSS, Kanyathon

35. SWOC analysis of the department and Future plans:

STRENGTHS

- ❖ Well qualified and experienced faculty members.
- ❖ Good number of management books in the library prescribed by the university.
- ❖ Good strength of the students' participation.

WEAKNESSES

- ❖ Instability of the faculty members.
- ❖ Minimal research paper publications by the faculty members.

OPPORTUNITIES

- ❖ Good exposure to the management students' towards the industrial projects and placements, research centre.

CHALLENGES

- ❖ To compete with the newly established colleges in the nearby areas.

FUTURE PLANS

- ❖ To establish the PG department in Management affiliated to the Bangalore University.
- ❖ To run the management related short-term certification courses.
- ❖ Organization of seminars.

Department of English

1. **Name of the department:** ENGLISH
2. **Year of Establishment:** 2009
3. **Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
B.Com, BBM, BCA, BA(J) - UG
4. **Names of Interdisciplinary courses and the departments/units involved:**
B.Com, BBM, BCA, BA(J) - UG
5. **Annual/ semester/choice based credit system (programme wise):**
Semester Pattern and also CBCS from 2014
6. **Participation of the department in the courses offered by other departments:**

S. No.	Subjects	Departments
1	Optional English	Journalism

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	3

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.):**

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph.D.
Ms.Azeema Tabasum	M.A	HOD & Assistant Professor	English Literature	16	Nil
Mr. Venkatesh B B	M.A	Assistant Professor	English Literature	13	Nil
Ms. Sirisha K	M.A, M.Phil	Assistant Professor	English Literature	1	Nil

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise):

Programs	Ratio
B.Com	22:1
BBM	36:1
BCA	24:1
BA(J)	6.5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Common administrative staff

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Ph.D.	M. Phil.	PG
NIL	1	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

* **Publication per faculty:** NIL

S. No.	Faculty Name	No. of Publications
1	Ms. Sirisha K	1

* **Number of papers published in peer reviewed journals (national /international) by faculty and students:** 1

* **Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):** NIL

* **Monographs:** NIL

* **Chapter in Books:** NIL

* **Books Edited:** NIL

* **Books with ISBN/ISSN numbers with details of publishers:** NIL

* **Citation Index:** NIL

* **SNIP:** NIL

* **SJR:** NIL

* **Impact factor:**

S. No.	Faculty Name	Paper Title	Impact Factor
1	Ms. Sirisha K	Writing about People (an interview with Sashi Deshpande)	1.107

* **h-index:** NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) **National committees** b) **International Committees** c) **Editorial Boards....** NIL

22. Student projects:

a) **Percentage of students who have done in-house projects**

including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized & the source of funding:

a) National : NIL

b) International: NIL

26. Student profile programme/course wise:

General English

Name of the Course/programme (refer question no. 4)	Year	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com	2010-13	-	-	21	10	100%
	2011-14	-	-	11	3	100%
	2012-15	-	-	5	2	100%
	2013-16	-	-	13	6	100%
BBM	2010-13	-	-	29	12	100%
	2011-14	-	-	14	2	100%
	2012-15	-	-	10	6	100%
	2013-16	-	-	39	7	100%
BCA	2010-13	-	-	14	5	100%
	2011-14	-	-	11	0	100%
	2012-15	-	-	11	3	100%
	2013-16	-	-	22	7	100%
BA(J)	2013-16	-	-	2	5	100%

*M = Male *F = Female

Additional English

Name of the Course/programme (refer question no. 4)	Year	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com	2010-13	-	-	8	4	100%
	2011-14	-	-	7	0	100%
	2012-15	-	-	4	0	100%
	2013-16			5	2	100%
BBM	2010-13	-	-	23	4	96%
	2011-14	-	-	6	2	100%
	2012-15	-	-	4	2	100%
	2013-16	-	-	20	5	100%
BCA	2010-13	-	-	10	1	100%
	2011-14	-	-	6	0	100%
	2012-15	-	-	6	1	100%
	2013-16	-	-	7	2	100%
BA(J)	2013-16	-	-	1	5	100%

*M = Male *F = Female

27. Diversity of Students: NA

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression: NA

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--
Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) **Library:** Common Library for all programs

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	78	2	15	--	54	149
Amount Spent	8840	1021	3382	--	4904	18148

b) **Internet facilities for Staff & Students:**

Wi-Fi facility is provided to the staff and students in the campus

c) **Class rooms with ICT facility:** 6

d) **Laboratories:** 1

31. Number of students receiving financial assistance from college, university, government or other agencies: NA

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Communicative Teaching Method, Group Discussion

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: UG students participate in Blood donation camp, Eye checkup camp.

35. SWOC analysis of the department and Future plans:

STRENGTH:

- ❖ Excellent & Consistent Result (100%)
- ❖ Motivating Creativity & Encouraging literary and cultural skills among students

WEAKNESS:

- ❖ Teaching is restricted to guide students for examinations and not much literature is being discussed.

OPPORTUNITIES:

- ❖ Exposure to creative writing & thinking through various competitions

CHALLENGES:

- ❖ Scope for active participation in creative activities

FUTURE PLANS:

- ❖ Creation of blogs, producing university ranks
- ❖ Introducing BA(English Literature) and MA(English Literature)

Department of Hindi

1. **Name of the department:** HINDI
2. **Year of Establishment:** 2009
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
B.Com, BBM, BCA, BA(J) - UG
4. **Names of Interdisciplinary courses and the departments/units involved:**
B.Com, BBM, BCA, BA(J) - UG
5. **Annual/ semester/choice based credit system (programme wise):**
Semester Pattern and also CBCS from 2014
6. **Participation of the department in the courses offered by other departments:** NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
7. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	1

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):**

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph.D.
Mr. Mahaboob Subani	M.A., B.Ed.	Assistant Professor & HOD	Hindi Literature	16	Nil

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: NIL
13. Student -Teacher Ratio (programme wise):

Programs	Ratio
B.Com	18:1
BBM	23:1
BCA	20:1
BA(J)	4:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Common administrative staff
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil /PG.:

Ph.D.	M. Phil.	PG
NIL	NIL	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
 - * Publication per faculty: NIL
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students: NIL
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL

- * **Monographs:** NIL
 - * **Chapter in Books:** NIL
 - * **Books Edited:** NIL
 - * **Books with ISBN/ISSN numbers with details of publishers:** NIL
 - * **Citation Index:** NIL
 - * **SNIP:** NIL
 - * **SJR:** NIL
 - * **Impact factor:** NIL
 - * **h-index:** NIL
20. **Areas of consultancy and income generated:** NIL
21. **Faculty as members in**
- a) **National committees** b) **International Committees** c) **Editorial Boards....** NIL
22. **Student projects:**
- a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL
 - b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** NIL
23. **Awards / Recognitions received by faculty and students:** NIL
24. **List of eminent academicians and scientists / visitors to the department:** NIL
25. **Seminars/ Conferences/Workshops organized & the source of funding:**
- a) **National:** NIL
 - b) **International:** NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Year	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com	2010-13	-	-	3	6	100%
	2011-14	-	-	5	1	100%
	2012-15	-	-	1	2	100%
	2013-16	-	-	3	2	100%
BBM	2010-13	-	-	3	3	100%
	2011-14	-	-	7	0	100%
	2012-15	-	-	5	3	100%
	2013-16	-	-	6	2	100%
BCA	2010-13	-	-	0	1	100%
	2011-14	-	-	1	0	100%
	2012-15	-	-	4	1	100%
	2013-16	-	-	5	3	100%
BA(J)	2013-16	-	-	0	1	-

*M = Male *F = Female

27. Diversity of Students: NA

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression: NA

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--
Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) Library: Common Library for all programs

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	100	--	--	21	41	172
Amount Spent	6035	--	--	1020	1395	8450

b) Internet facilities for Staff & Students:

Wi-Fi facility is provided to the staff and students in the campus

c) Class rooms with ICT facility: 6

d) Laboratories: 1

31. Number of students receiving financial assistance from college, university, government or other agencies: NA

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning:

Communicative Teaching Method, Group Discussion

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

UG students participate in Blood donation camp, Eye checkup camp etc.

35. SWOC analysis of the department and Future plans:

Strength

- ❖ Excellent & Consistent Result (95-100%)

Weakness

- ❖ Teaching is restricted to guide students for examinations and not much literature is being discussed.

Opportunities

- ❖ Exposure to creative writing & thinking through various competitions

Challenges

- ❖ Scope for active participation in creative activities

Future Plans

- ❖ Producing university ranks

Department of Kannada

- Name of the department:** KANNADA
- Year of Establishment:** 2009
- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
B.Com, BBM, BCA, BA(J) - UG
- Names of Interdisciplinary courses and the departments/units involved:**
B.Com, BBM, BCA, BA(J) - UG
- Annual/ semester/choice based credit system (programme wise):**
Semester Pattern and also CBCS from 2014
- Participation of the department in the courses offered by other departments:** NIL
- Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
- Details of courses/programmes discontinued (if any) with reasons:** NIL
- Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	1

- Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):**

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph. D.
Mr. Ramesha C	M.A.	Assistant Professor HOD	Kannada & Literature	8	Nil

11. **List of senior visiting faculty:** NIL
12. **Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:** NIL
13. **Student -Teacher Ratio (programme wise):**

Programs	Ratio
B.Com	17:1
BBM	10:1
BCA	16:1
BA(J)	1:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** Common administrative staff
15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil /PG.:**

Ph.D.	M. Phil.	PG
NIL	NIL	1

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** NIL
17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:** NIL
18. **Research Centre /facility recognized by the University:** NIL
19. **Publications:**
 - * **Publication per faculty:** NIL
 - * **Number of papers published in peer reviewed journals (national /international) by faculty and students:** NIL
 - * **Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory,**

- EBSCO host, etc.): NIL**
- * Monographs: NIL**
- * Chapter in Books: NIL**
- * Books Edited: NIL**
- * Books with ISBN/ISSN numbers with details of publishers: NIL**
- * Citation Index: NIL**
- * SNIP: NIL**
- * SJR: NIL**
- * Impact factor: NIL**
- * h-index: NIL**
- 20. Areas of consultancy and income generated: NIL**
- 21. Faculty as members in**
 - a) National committees b) International Committees c) Editorial Boards.... NIL**
- 22. Student projects:**
 - a) Percentage of students who have done in-house projects including inter departmental/programme: NIL**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL**
- 23. Awards / Recognitions received by faculty and students: NIL**
- 24. List of eminent academicians and scientists / visitors to the department: NIL**
- 25. Seminars/ Conferences/Workshops organized & the source of funding:**
 - a) National: NIL**
 - b) International: NIL**
- 26. Student profile programme/course wise:**

Name of the Course/programme (refer question no. 4)	Year	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com	2010-13	-	-	7	2	100%
	2011-14	-	-	5	1	100%
	2012-15	-	-	-	-	-
	2013-16	-	-	1	2	100%
BBM	2010-13	-	-	12	2	100%
	2011-14	-	-	7	0	100%
	2012-15	-	-	1	0	100%
	2013-16	-	-	5	-	80%
BCA	2010-13	-	-	4	3	100%
	2011-14	-	-	1	0	100%
	2012-15	-	-	2	1	100%
	2013-16	-	-	10	2	100%
BA(J)	2013-16	-	-	1	-	-

*M = Male *F = Female

27. Diversity of Students: NA

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression: NA

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--

Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) Library: Common Library for all programs

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	106	--	--	20	10	136
Amount Spent	9150	--	--	3600	1228	3978

b) Internet facilities for Staff & Students:

Wi-Fi facility is provided to the staff and students in the campus

c) Class rooms with ICT facility: 6

d) Laboratories: 1

31. Number of students receiving financial assistance from college, university, government or other agencies: NA

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning:

Communicative Teaching Method, Group Discussion

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

UG students participate in Blood donation camp, Eye checkup camp.

35. SWOC analysis of the department and Future plans:

STRENGTH

- ❖ Excellent & Consistent Result (100%)

WEAKNESS

- ❖ Due to semester system teaching being restricted to guide students for examinations and not much literature is being discussed.

OPPORTUNITIES

- ❖ Exposure to creative writing & thinking through various competitions, Producing university ranks

CHALLENGES

- ❖ Scope for active participation in creative activities

FUTURE PLANS

- ❖ Authoring books, Introducing M.A.(Kannada)

Department of Mathematics

1. **Name of the department:** MATHEMATICS
2. **Year of Establishment:** 2009
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG
4. **Names of Interdisciplinary courses and the departments/units involved:**

S. No.	Subject	Department
1	Quantitative Analysis for Business Decisions – I	Commerce Department
2	Quantitative Analysis for Business Decisions – II	Commerce Department
3	Quantitative Methods for Business – I	Management Department
4	Quantitative Methods for Business - II	Management Department
5	Discrete Mathematics	Computer Applications Department
6	Numerical and Statistical Methods	Computer Applications Department

5. **Annual/ semester/choice based credit system (programme wise):** Semester Pattern and also CBCS from 2014
6. **Participation of the department in the courses offered by other departments:** B.Com., BBM/BBA, BCA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./ Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Ph.D. Students guided
Ms. Vrushali Manohar	M.Sc., M. Phil.	Asst. Professor	Maths	10	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 39:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Ph.D.	M. Phil.	PG
NIL	1	NIL

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

* Publication per faculty: NIL

* Number of papers published in peer reviewed journals (national / international) by faculty and students: NIL

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): NIL

- * **Monographs:** NIL
 - * **Chapter in Books:** NIL
 - * **Books Edited:** NIL
 - * **Books with ISBN/ISSN numbers with details of publishers:** NIL
 - * **Citation Index:** NIL
 - * **SNIP:** NIL
 - * **SJR:** NIL
 - * **Impact factor:** NIL
 - * **h-index:** NIL
20. **Areas of consultancy and income generated:** NIL
21. **Faculty as members in**
b) **National committees** b) **International Committees** c) **Editorial Boards....**
NIL
22. **Student projects:**
a) **Percentage of students who have done in-house projects including inter departmental/programme:** NIL
b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
N/A
23. **Awards / Recognitions received by faculty and students:** NIL
24. **List of eminent academicians and scientists / visitors to the department:** NIL
25. **Seminars/ Conferences/Workshops organized & the source of funding:**
a) **National:** NIL
b) **International:** NIL
26. **Student profile programme/course wise: Program:**

Name of the Course/programme (refer question no. 4)	Year	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com	2011-14	23	14	11	3	57
	2012-15	18	7	5	2	83.33
	2013-16	80	19	13	6	-
	2014-17	118	40	23	17	-
BCA	2011-14	18	11	11	-	43
	2012-15	23	14	11	3	-
	2013-16	65	29	22	7	-
	2014-17	91	30	20	10	-
BBM/BBA	2011-14	-	16	14	2	68.5
	2012-15	-	16	10	6	-
	2013-16	156	46	39	7	-
	2014-17	142	44	34	10	-

*M = Male *F = Female

27. Diversity of Students: N/A

Name of the Course	Batch	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression: N/A

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--
Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) Library

	2010-11	2011-12	2012-13	2013-14	2014-15	Total
No. of Books	53	10	50	13	47	163
Amount Spent	13648	3990	7725	1430	6849	33642

b) Internet facilities for Staff & Students:

Wi-Fi facility is provided to the staff and students on the campus. Facilities have been given with Systems/Laptops.

c) Class rooms with ICT facility:

LCD facility in the classroom can be used by the faculty & students for ICT based teaching-learning.

d) Laboratories: NIL

31. Number of students receiving financial assistance from college, university, government or other agencies: N/A

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Presentations, White-Boards.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NSS and YRC

35. SWOC analysis of the department and Future plans:

STRENGTHS

- ❖ Well qualified, experienced & energetic faculty.
- ❖ Active participation of students in various activities of the department.

WEAKNESSES

- ❖ Visibility of the department.
- ❖ Minimal research paper publications by the faculty members.

OPPORTUNITIES

- ❖ Exposure to Competitive Examinations.
- ❖ Reasoning and Logical thinking.
- ❖ After UG students can go to different fields for their higher studies.

CHALLENGES

- ❖ To make students brighter and eligible to be placed in good companies.

FUTURE PLANS

- ❖ Producing University Ranks.

Department of Psychology

1. **Name of the department:** PSYCHOLOGY
2. **Year of Establishment:** 2013
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

Bachelor of Arts in Journalism

4. **Names of Interdisciplinary courses and the departments/units involved:**

Environmental Science and Public Health

5. **Annual/ semester/choice based credit system (programme wise):**

S. No.	Programme	Scheme
1	BA(J): 2013-16	Semester
2	BA(J): 2014-17	CBCS

6. **Participation of the department in the courses offered by other departments:**

S. No.	Subjects	Departments
1	Environmental Science and Public Health	Management, Commerce, Computer Applications

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts:**

Category	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Asst. Professors	NIL	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	Experience (Yrs)	Guidance for Ph. D.
Ms. Akeela P.	M. Sc(Psychology), NET, SET	Assistant Professor	Organizational Behavior	1	NIL
Ms. Nagaratna Dewakar	M. Sc(Psychology), M. Phil.	Assistant Professor	Clinical Psychology	8	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 2.6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.:

Ph.D.	M. Phil.	PG
NIL	1	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications:

*** Publication per faculty:**

S. No.	Faculty Name	No. of Publications
1	Ms. Nagaratna Dewakar	1

- * **Number of papers published in peer reviewed journals (national /international) by faculty and students:** NIL
 - * **Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):** NIL
 - * **Monographs:** NIL
 - * **Chapter in Books:** NIL
 - * **Books Edited:** NIL
 - * **Books with ISBN/ISSN numbers with details of publishers:** NIL
 - * **Citation Index:** NIL
 - * **SNIP:** NIL
 - * **SJR:** NIL
 - * **Impact factor:** NIL
 - * **h-index:** NIL
20. **Areas of consultancy and income generated:** NIL
21. **Faculty as members in**
- a) **National committees b) International Committees c) Editorial Boards.....:**
NIL
22. **Student projects:**
- a) **Percentage of students who have done in-house projects including inter departmental/programme:**

All the students have to complete a project in Psychology as a part of university syllabus.
 - b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**
NIL

23. Awards / Recognitions received by faculty and students: N/A

24. List of eminent academicians and scientists/visitors to the department:

N/A

25. Seminars/ Conferences/Workshops organized & the source of funding:

a) **National:** NIL

b) **In ternational:** NIL

26. Student profile programme/course wise: BA(J)

Batch	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2013-16	24	8	3	5	100%
2014-17	50	10	4	6	85%

*M = Male *F = Female

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA(J): 2013-16 Batch	20	80	NIL
BA(J): 2014-17 Batch	NIL	100	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: NIL

29. Student progression: NA

Student progression	Against % enrolled	
	2010-13	2011-14
UG to PG	--	--
PG to M. Phil.	--	--
PG to Ph.D.	--	--

Employed		
• Campus selection	--	--
• Other than campus recruitment	--	--
Entrepreneurship/Self-employment	--	--

30. Details of Infrastructural facilities:

a) Library

S. No.	Academic Year	No. of Books	Amount Spent
1	2013-14		
2	2014-15		

b) Internet facilities for Staff & Students: Yes

c) Class rooms with ICT facility: NIL

d) Laboratories: Psychology Lab (1)

31. Number of students receiving financial assistance from college, university, government or other agencies: N/A

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: N/A

33. Teaching methods adopted to improve student learning:

Case Study, Discussions, Presentations, Audio-Visual aids.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

NSS and YRC

35. SWOC analysis of the department and Future plans:

STRENGTHS

- ❖ Students are less in number, most of the students are intelligent and has keen interest in subject.
- ❖ Students have Psychology practical as part of their curriculum thus, they have an added advantage in practical applications in real life.

WEAKNESSES

- ❖ Students come from different background and have different intelligence capacity tuning to each student for their requirement is difficult.

OPPORTUNITIES

- ❖ Students who take up Psychology as the career, there is immense scope in the field as job prospectives.

CHALLENGES

- ❖ Meeting the industry requirement.
- ❖ To compete with newly established colleges in the nearby area.

FUTURE PLANS

- ❖ Conducting workshops on current trends in Human behavior.
- ❖ Starting M. Sc(Psychology).



ANNEXURES



ANNEXURE-I
DECLARATION BY THE HEAD OF THE INSTITUTION



29.7.2015

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

N.R. Srinivas
PRINCIPAL
Principal

IFIM College
4 SP & SF, KADU Industrial Area
Electronics City - 1st Phase,
BANGALORE - 560 104



ANNEXURE-II
CERTIFICATE OF COMPLIANCE



29.7.2015

CERTIFICATE OF COMPLIANCE

This is to certify that IFIM College, Bangalore fulfils all norms

1. *Stipulated by the affiliating university and/ or*
2. *The affiliation and recognition is valid as on date*

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or recognition from Regulatory Council, as the case may be.

In case the undertaking submitted is found to be false then the accreditation given by NAAC is liable to be withdrawn.

It is also agreeable that the undertaking given to NAAC will be displayed on the college website.


 PRINCIPAL
 Principal

IFIM College
 # 87 & 87, KADDA Industrial Area,
 Electronics City - II Phase,
 BANGALORE - 560 100



ANNEXURE-III
AFFILIATION ORDER FOR 2014-15



ಬೆಂಗಳೂರು

ವಿಶ್ವವಿದ್ಯಾಲಯ

ಸಂಖ್ಯೆ: ಎ.ಎ-3/ಎ1/ಸಂ.ಸ/2015-16

ಪ್ಯಾನ್‌ನಂ
ಬೆಂಗಳೂರು-560 056

ದಿನಾಂಕ: 24-04-2015



ಅಧಿಸೂಚನೆ

ವಿಷಯ : 2015-16ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಸಂಯೋಜನೆ ಮಾಡಿಕೊಡುವ ಬಗ್ಗೆ.

* * *

ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 2000ರ 59ನೇ ಪ್ರಕರಣದ 17ನೇ ಉಪಬಂಧದಲ್ಲಿ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರದನ್ವಯ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯವು, 2015-16ನೇ ಸಾಲಿಗೆ ಬೆಂಗಳೂರು ಡಿ.ಎಫ್.ಐ.ಎಂ ಕಾಲೇಜು _____ನಡವುತ್ತಿರುವ ಕೆಳಕಂಡ ಕೋರ್ಸುಗಳಿಗೆ/ ಕೋರ್ಸುಗಳಿಗೆ ಈ ಕೆಳಕಂಡ ಪರಿಶೋಧನೆಯನ್ನು ಸಂಯೋಜನೆಯನ್ನು ಮಾಡಿಕೊಡುವುದುಬಂದಿದೆ.

ಕೋರ್ಸು	ವಿಷಯ	ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ
ಡಿ.ಕಾಂ.	ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪರಿನಿಯಮಾವಳಿಯಂತೆ	100 (ನೂರು) B.Com
ಡಿ.ಬಿ.ಎ.*	ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪರಿನಿಯಮಾವಳಿಯಂತೆ	120 (ನೂರ ಇಪ್ಪತ್ತು) B.B.A
ಡಿ.ಸಿ.ಎ.	ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪರಿನಿಯಮಾವಳಿಯಂತೆ	40 (ನಲವತ್ತು) B.C.A
ಡಿ.ಎ.	ಪತ್ರಿಕೋದ್ಯಮ, ಮನುಶಾಸ್ತ್ರ, ಇಂಗ್ಲೀಷ್	40 (ನಲವತ್ತು) B.A (P)

* ಡಿ.ಬಿ.ಎಂ. ಕೋರ್ಸುಗಳ ಹೆಸರನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯದ ಛೇ ಸಹಾಯ ಅಯೋಗ, ಸವದಂತಿ ಗವರ ಗೆಜೆಟ್ ಅಧಿಸೂಚನೆ 05-07-2014ರಲ್ಲಿನ ನಿರ್ದೇಶನದಂತೆ, ಡಿ.ಬಿ. ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ:Ac-3/Mod.Nom.UO/90 54/2014-15 ದಿನಾಂಕ:19-01-2015ರ ಮೂಲಕ, 'ಡ್ಯಾಚುಲರ್ ಆಫ್ ಡಿಸೀಸ್ ಮ್ಯಾನೇಜ್‌ಮೆಂಟ್' ಎಂಬ ಹೆಸರನ್ನು 'ಡ್ಯಾಚುಲರ್ ಆಫ್ ಡಿಸೀಸ್ ಅಂಡ್ ಇನ್‌ಸೈಡ್ (ಡಿ.ಬಿ.ಎ.)' ಎಂದು ಬದಲಾವಣೆ ಮಾಡಲಾಗಿದೆ.

ವಿವರಣೆ: 2015-16ನೇ ಸಾಲಿನ ಶೈಕ್ಷಣಿಕ ವರ್ಷದ ಅಂತಿಮ ಸಮೀಕ್ಷೆ ಮಾಡುವುದರ ಬಗ್ಗೆಯೂ, ಕಾಲೇಜುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳ ಬಗ್ಗೆಯೂ ಪ್ರಯೋಜನವಾಗುವಂತೆ ಮಾತ್ರ ಸಂಯೋಜನೆಯನ್ನು ಮಾಡಿಕೊಡಲಾಗಿದೆ. ಕಾಲೇಜು 15 ದಿನಗಳ ಒಳಗಾಗಿ ಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳ ಸಮೀಕ್ಷೆ ಮಾಡುವುದರಲ್ಲಿ ಸಮೂಹವಿಷಯದ ಕೋರ್ಸುಗಳನ್ನು ಸಂಯೋಜಿಸಿಕೊಡುವ ಉತ್ತಮ ಪರಿಶೋಧನೆಯ ಬಗ್ಗೆ ಹಾಗೂ ವ್ಯಕ್ತಿತ್ವಗಳನ್ನು ಪರಿಶೋಧಿಸಿಕೊಂಡು ಕೆಲವು ಅನುಬಂಧಗಳ ಬಗ್ಗೆಯೂ ವಿವರಗಳನ್ನು ಇಲ್ಲವಾದಲ್ಲಿ ಬಿಂಬಿಸಿ ಶೈಕ್ಷಣಿಕ ವರ್ಷದ ಸಂಯೋಜನಾ ಸಮಿತಿಯಿಂದ ಅಂತಿಮವಾಗಿ ಸ್ವೀಕರಿಸಲಾಗುವುದಿಲ್ಲ.

ಪರಿಶೋಧನೆ:

1. ಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳ ಸಮೀಕ್ಷೆಯ ನಡವಿರುವುದರ ಪರಿಶೋಧನೆಯನ್ನು ಒದಗಿಸುವುದು.
2. ವಿವಿಧ ವಿಷಯಗಳ ಪ್ರವೇಶ ಪ್ರಮಾಣದ ಬಗ್ಗೆಯೂ ಹೆಚ್ಚುವರಿ ಪ್ರವೇಶ ಪ್ರಮಾಣಕ್ಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಧಿಕಾರ ನೀಡುವುದಿಲ್ಲ.



ANNEXURE-IV
ISO CERTIFICATION

BUREAU VERITAS
Certification



IFIM Institutions



8P & 9P, KIADB Industrial Area, Electronics City, 1st Phase, Bangalore 560 100, India

Bureau Veritas Certification certify that the Management System of the above organization has been audited and found to be in accordance with the requirements of the management system standard detailed below
Standard

ISO 9001:2008

Scope of certification

IFIM BUSINESS SCHOOL:

Curriculum development, Academic delivery and knowledge creation resulting in award of Post Graduate Diploma in Management, Finance and International Business

IFIM COLLEGE :

Academic delivery and knowledge creation resulting in award of Bachelor's Degree in Commerce, Business Management, Journalism and Computer Applications

Certification cycle start date: **12 April 2015**

Subject to the continued satisfactory operation of the organization's Management System, this certificate expires on: **11 April 2018**

Original certification date: **12 April 2012**

Certificate No. **IND15.5155U/Q** Version : **1** Revision date: **11 April 2015**

Signed on behalf of BVCH SAS UK Branch
Ramesh KOREGAVE
General Manager, CERTIFICATION
South Asia Region



008

Certification body address: 5th Floor, 66 Prescot Street, London, E1 8HG, United Kingdom.

Local office: "Marwah Centre" 5th Floor, Krishanlal Marwah Marg, Opp. Ansa Industrial Estate, Off Sakin Vihar Road, Andheri (East), Mumbai - 400 072, India

Further clarifications regarding the scope of this certificate and the applicability of the management system requirements may be obtained by consulting the organization. To check this certificate validity please call +91 22 6695 6300.





ANNEXURE-V
SOCIETY REGISTRATION (CDE)



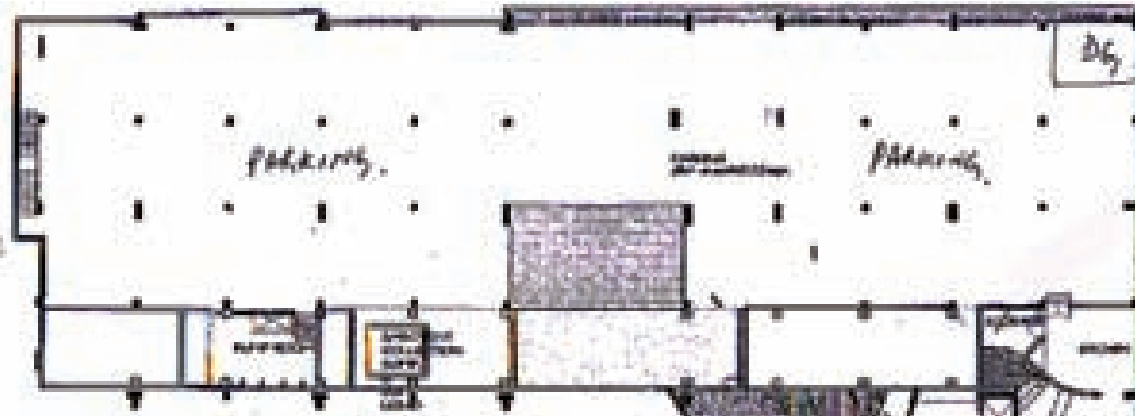
**ANNEXURE-VI
MASTER PLAN**



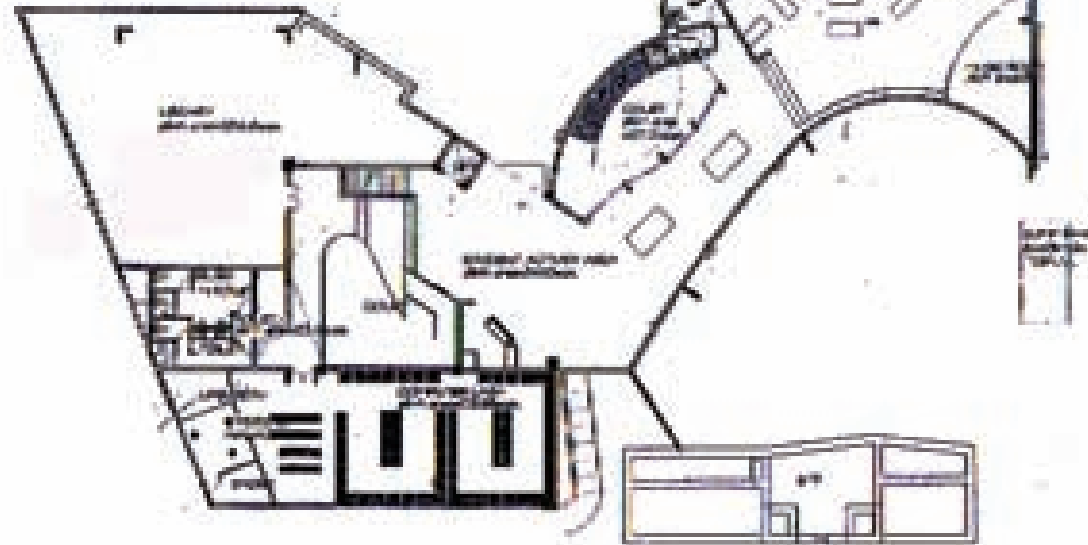
IFIM
COLLEGE
— BENGALURU —

IFIM College

Master Plan



Basement Area

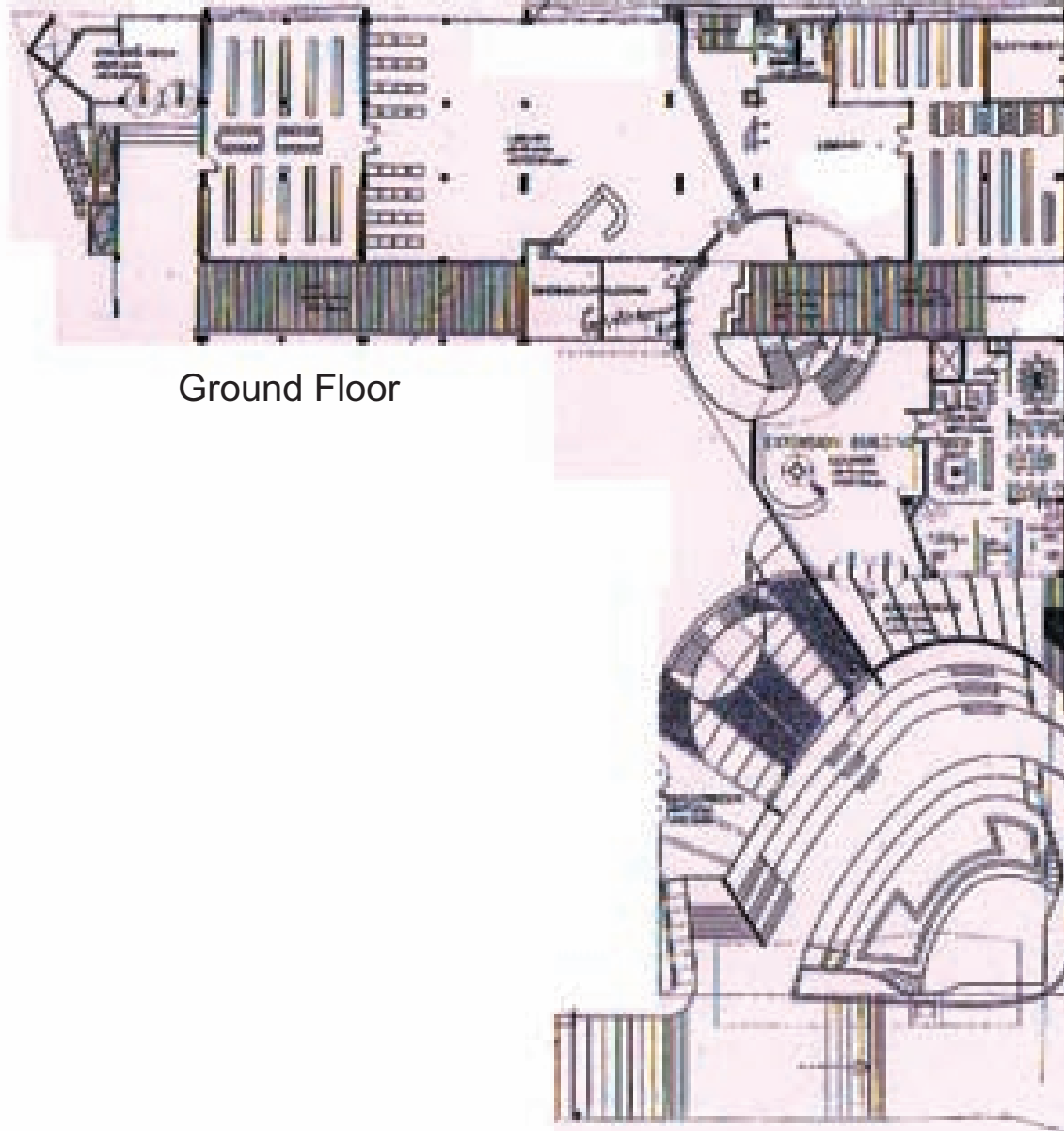




IFIM
COLLEGE
— BENGALURU —

IFIM College

Master Plan



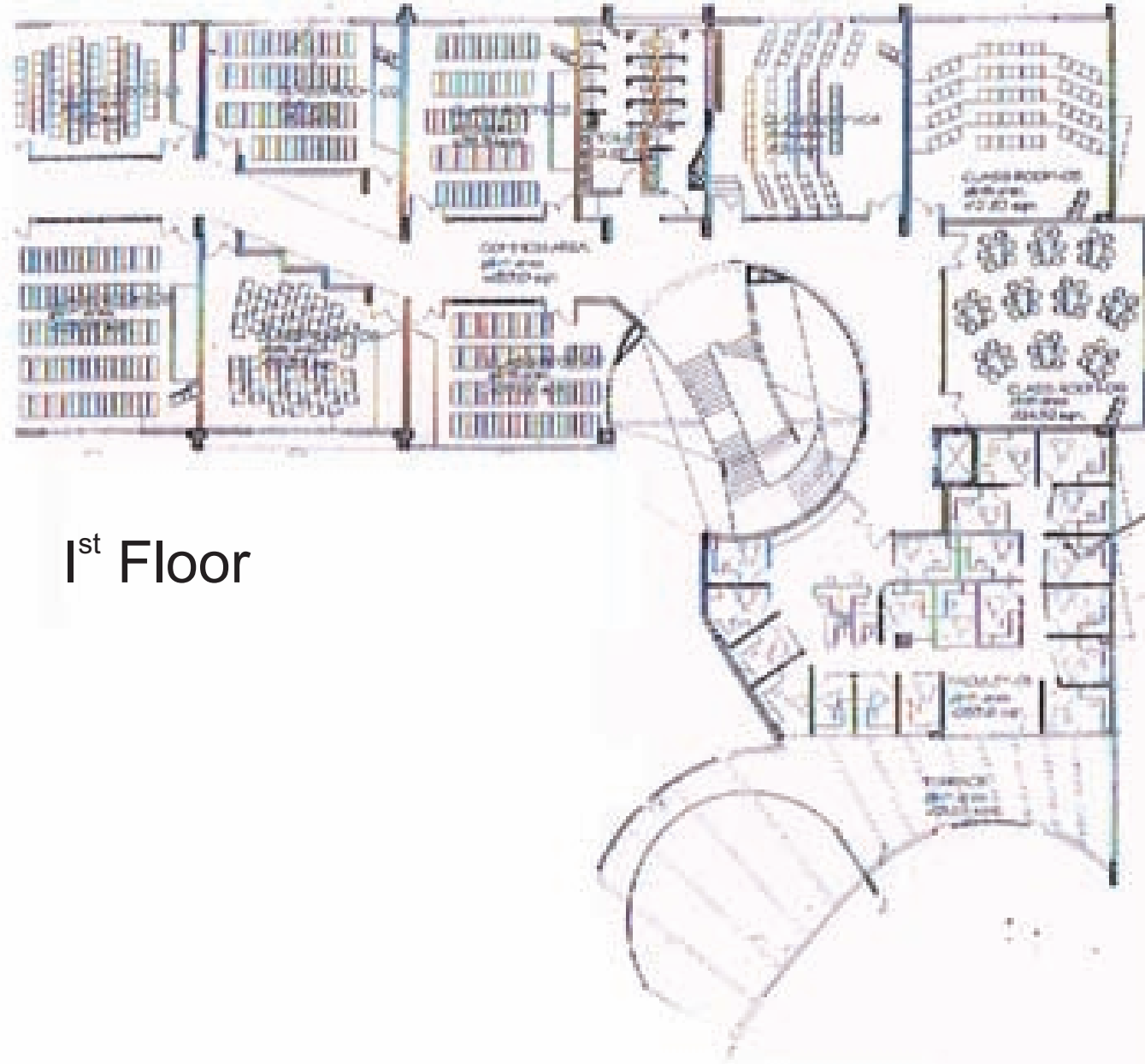
Ground Floor



IFIM
COLLEGE
— BENGALURU —

IFIM College

Master Plan



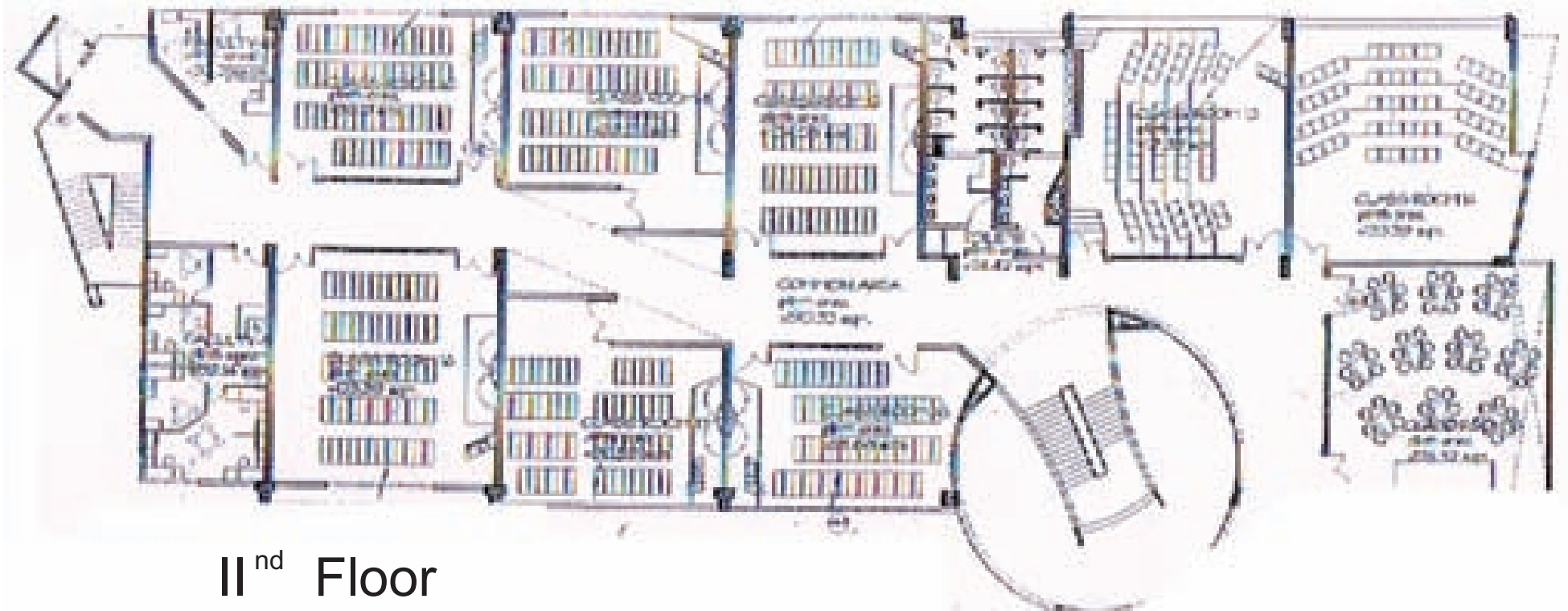
1st Floor



IFIM
COLLEGE
— BENGALURU —

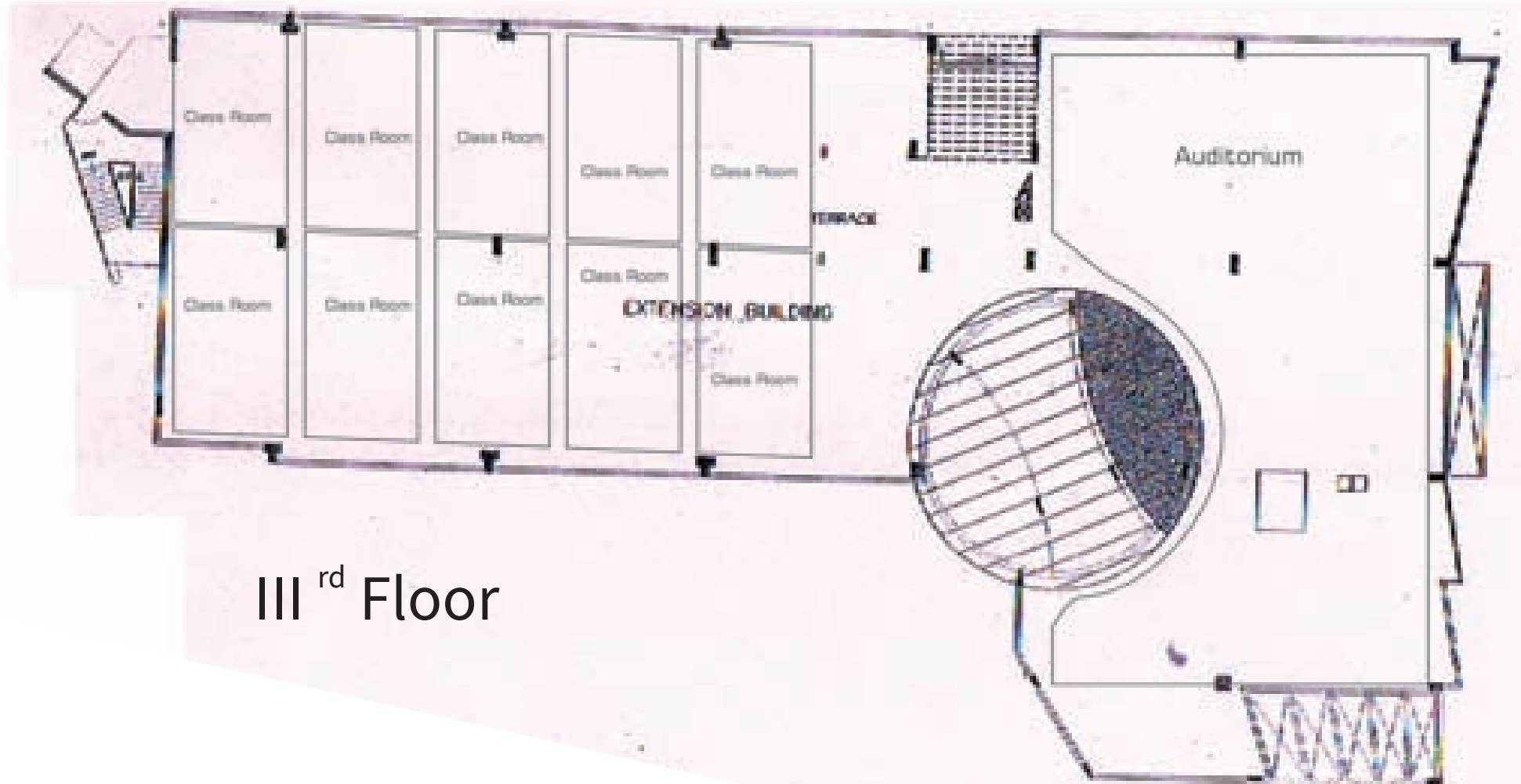
IFIM College

Master Plan



IFIM College

Master Future Plan



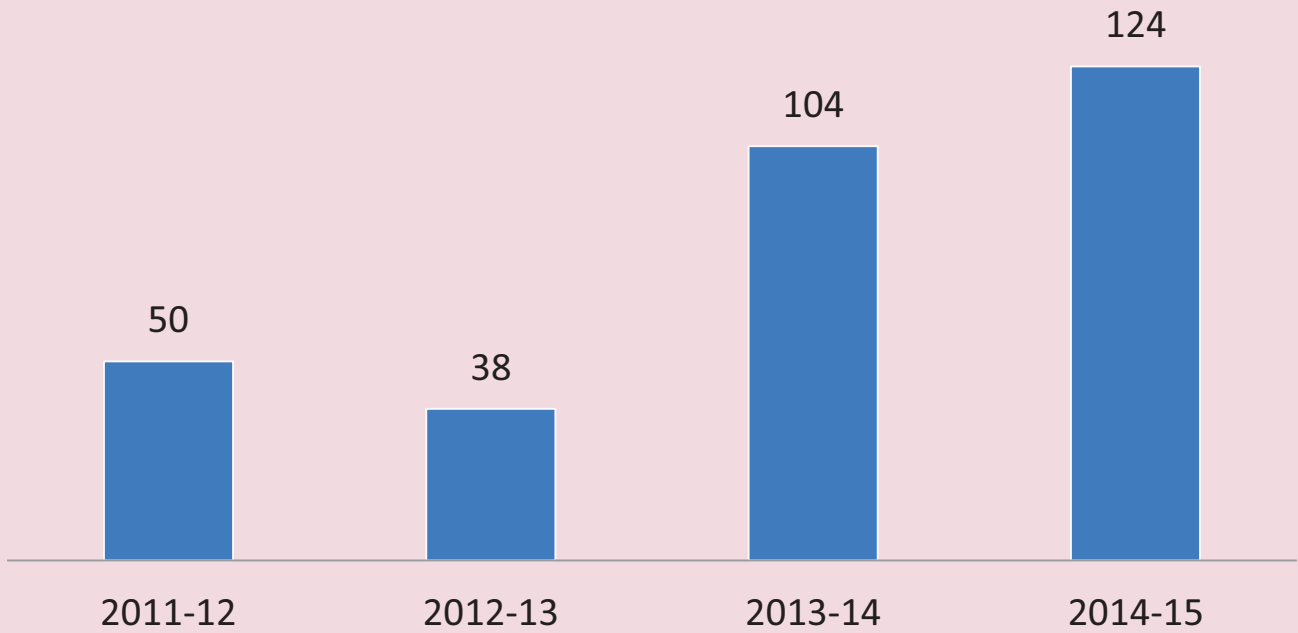
IIIrd Floor



ANNEXURE-VII GRAPHS AND CHARTS

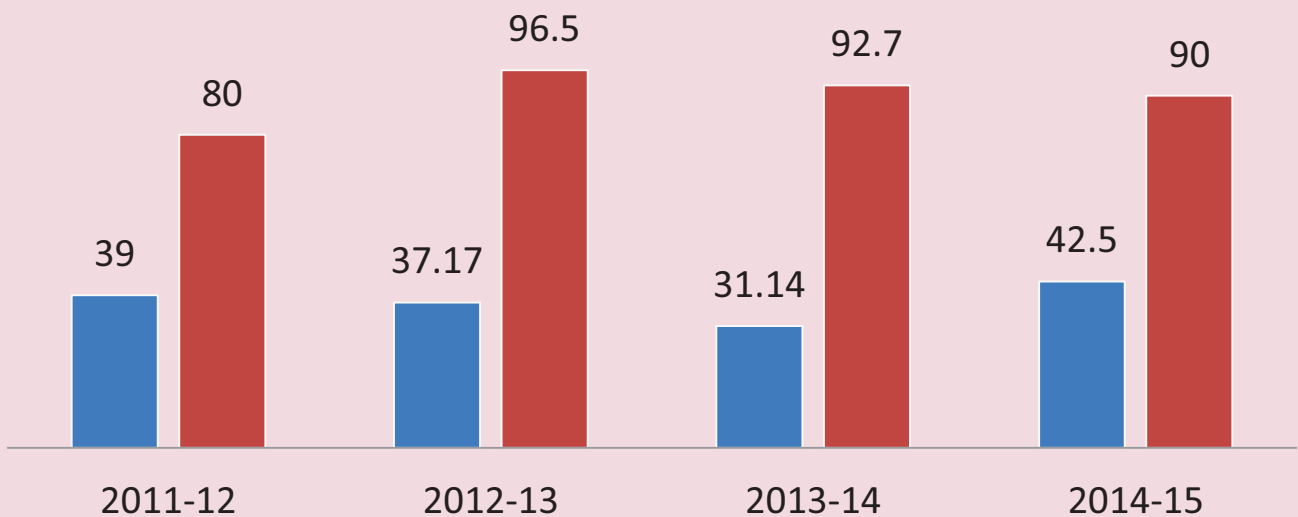
ADMISSIONS

■ Students Admitted



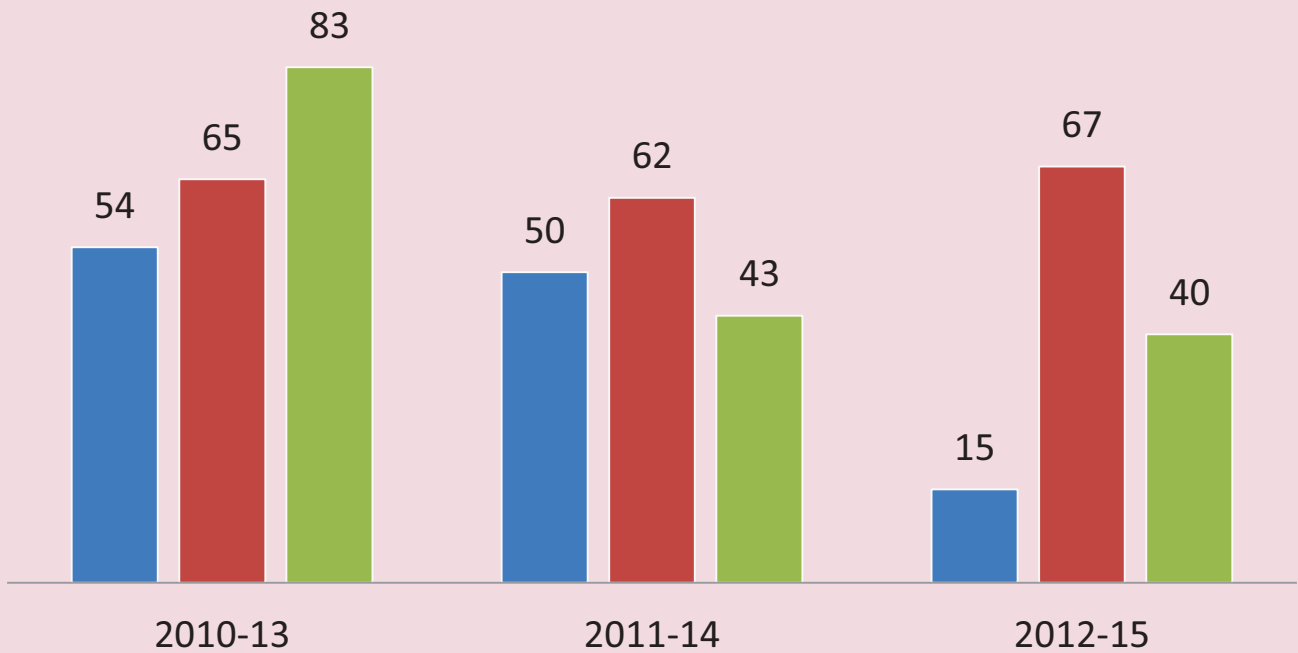
MIN. & MAX. MARKS AT ENTRY LEVEL

■ Minimum Marks ■ Maximum Marks



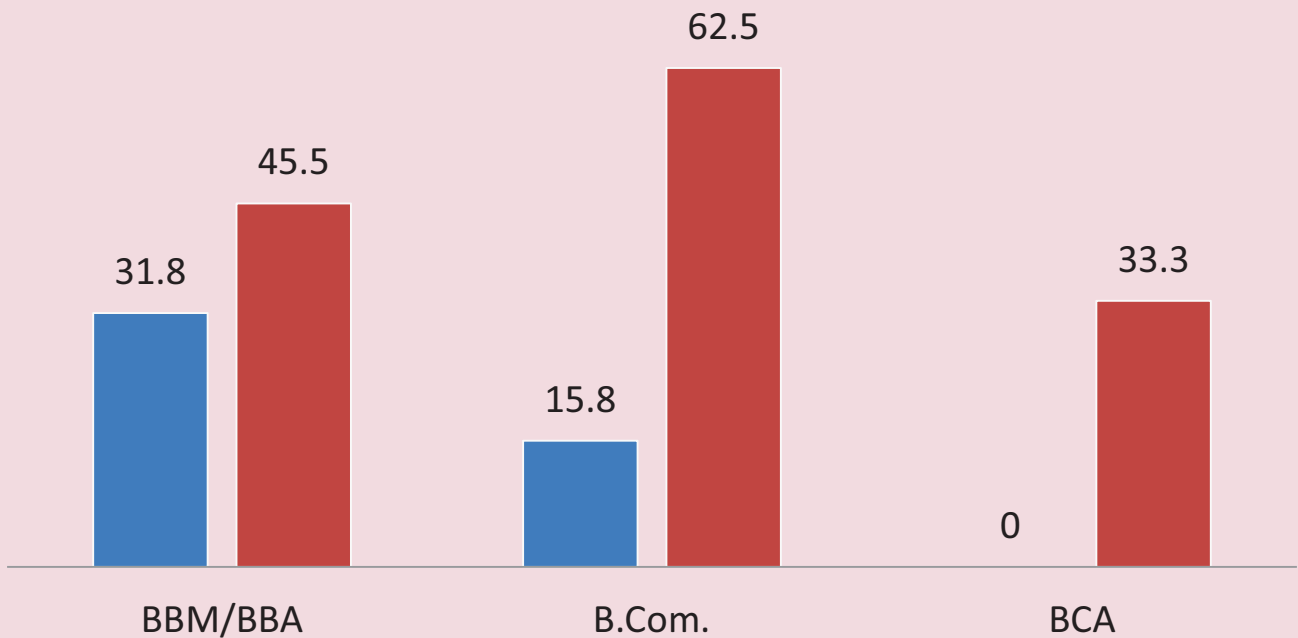
UNIVERSITY RESULTS (%)

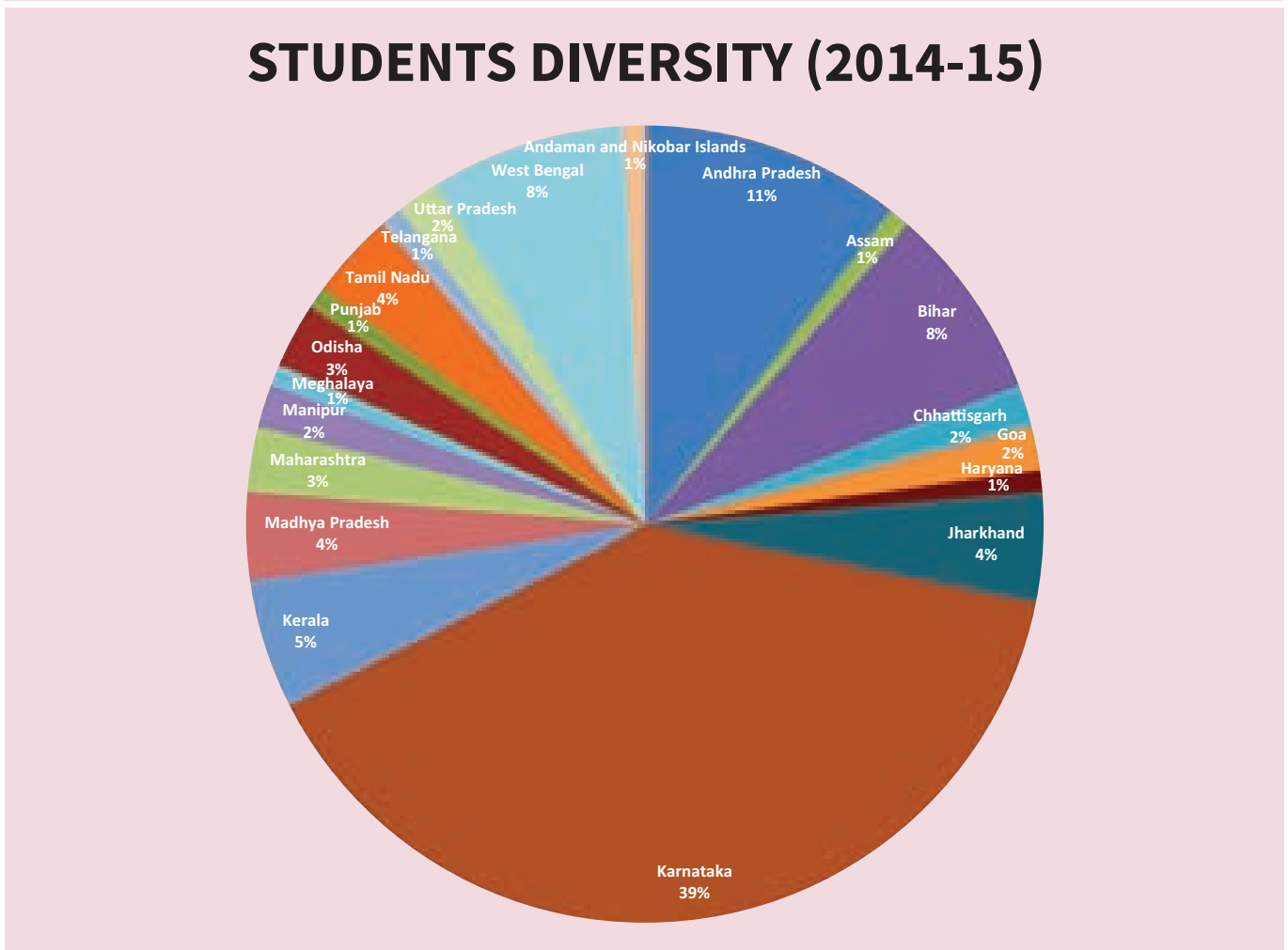
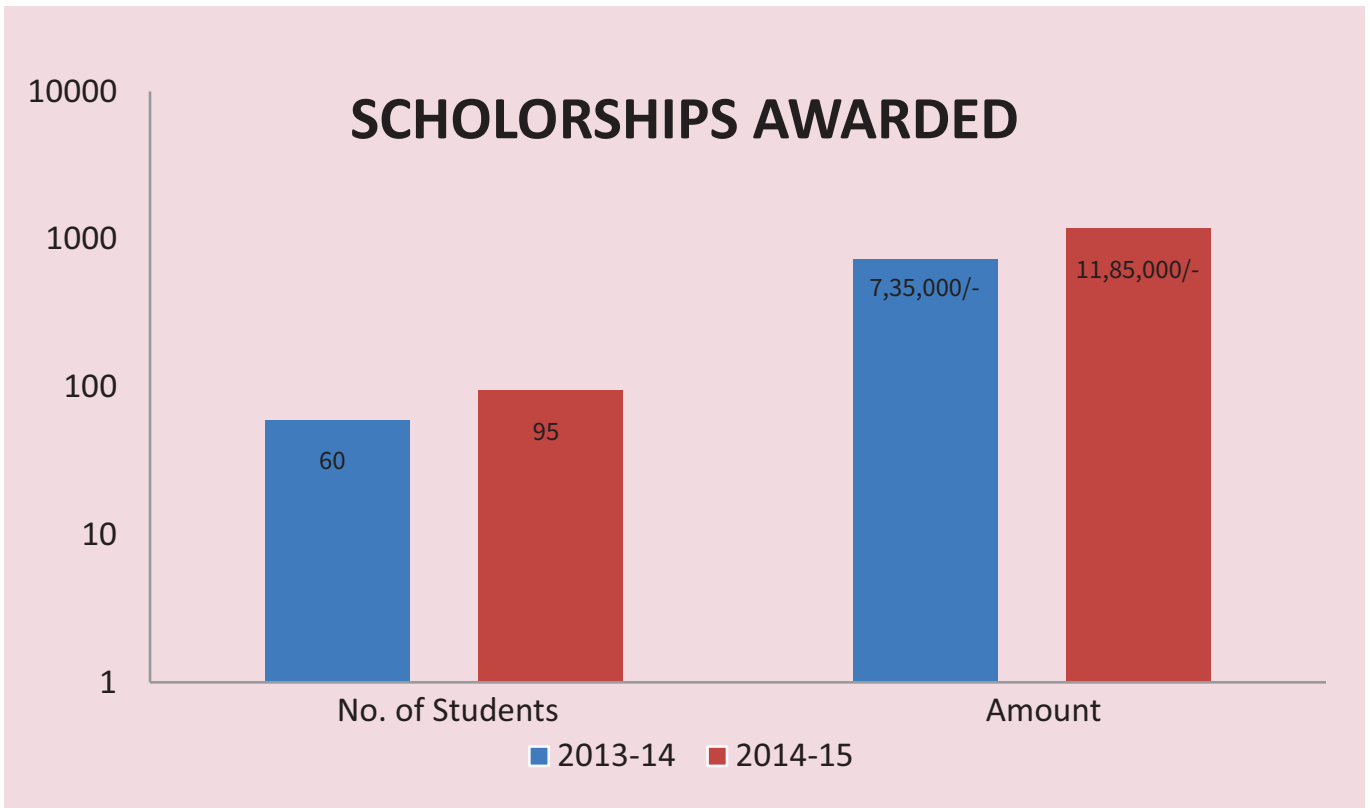
■ BBM/BBA ■ B.Com. ■ BCA



PLACEMENTS

■ 2010-13 ■ 2011-14







**ANNEXURE-VIII
PHOTO GALLERY**

Graduation Day



NSS & YRC



Annual Sports Meet



AURA-Management & Cultural Fest





IFIM COLLEGE

(Affiliated to Bangalore University)

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