



SURANA COLLEGE

No. 167, 5th Main Road, Industrial Suburb, 2nd Stage, Behind FTI,
Near ESIC Hospital, Peenya, Bengaluru-56002

Affiliated to Bangalore University

Recognized by UGC

IQAC MANUAL

VISION

“To be the educational institution of preferred choice by ushering convergence, skills & values through holistic education”.

MISSION

To mould Character and Careers.

QUALITY POLICY

Sustained endeavours to provide employment centric and pragmatic learning environment through perpetual curriculum enrichment of global standards and holistic development of students.

IQAC-Vision

To strive for continuous improvement in the quality of education, by fostering a culture of excellence, innovation, and integrity through effective internal and external collaborations, ensuring holistic development of students, and preparing them for successful careers and responsible citizenship.

Objective

The primary aim of IQAC is:

1. Enhance the quality of teaching and learning processes through innovative pedagogical practices, technology integration, and student-centric approaches.
2. Strengthen research and development activities by promoting a culture of research, facilitating faculty research projects, and encouraging interdisciplinary collaborations.
3. Foster a conducive environment for holistic development and employability of students through co-curricular activities, soft skills training, and industry-academia partnerships.

Strategies

- Develop and implement a faculty development program to enhance teaching and research skills, including pedagogy workshops, research methodology training, and faculty mentoring.
- Establish a robust assessment and evaluation system to ensure quality standards in examinations, assignments, and project assessments, and promote a culture of feedback and improvement.

- Strengthen industry-academia collaborations through internships, guest lectures, industry visits, and industry-relevant curriculum development.
- Encourage and support faculty research initiatives by providing research grants, organizing research conferences, and facilitating publication in reputed journals.
- Promote student-centric initiatives, such as student feedback mechanisms, counselling and guidance services, and opportunities for leadership and extracurricular activities.
- Establish a quality assurance framework for infrastructure development, maintenance, and safety measures, ensuring a conducive learning environment for students and faculty.
- Foster a culture of continuous improvement by conducting regular internal audits, analysing performance indicators, and benchmarking against national and international standards.

INTERNAL QUALITY POLICY

“Sustained endeavors to provide employment centric and pragmatic learning environment through perpetual curriculum enrichment of global standards and holistic development of students.”

The quality policy mentioned focuses on creating a conducive learning environment that emphasizes employment-centric and pragmatic education, while also ensuring continuous curriculum improvement to meet global standards and promote holistic student development. The key elements of this quality policy:

1. Sustained endeavors: This implies a long-term commitment to maintaining and improving the quality of education. It suggests that the institution is dedicated to ongoing efforts rather than short-term initiatives.
2. Employment-centric learning environment: The institution aims to provide education that is directly relevant to the job market and prepares students

for employment. The focus is on equipping students with the necessary skills, knowledge, and practical experience required in their chosen fields.

3. Pragmatic learning environment: The institution recognizes the importance of practicality in education. It aims to offer hands-on learning experiences, real-world applications of knowledge, and problem-solving opportunities that prepare students for the challenges they may encounter in their careers.
4. Perpetual curriculum enrichment: The institution is committed to continuously improving its curriculum. This involves regular reviews, updates, and enhancements to ensure that it remains up-to-date, relevant, and aligned with global standards. It may include incorporating new technologies, industry trends, and emerging practices into the curriculum.
5. Global standards: The institution strives to meet international benchmarks and quality standards in education. This indicates a focus on delivering education that is at par with or exceeds the standards set by reputable institutions globally, enhancing the credibility and recognition of the qualifications earned by students.
6. Holistic development of students: In addition to academic knowledge and skills, the institution recognizes the importance of holistic development. It aims to nurture the overall growth of students, including their personal, social, emotional, and ethical development. This may involve providing extracurricular activities, leadership opportunities, character-building initiatives, and support services to foster well-rounded individuals.

Overall, this quality policy highlights the institution's commitment to providing education that prepares students for the workforce, emphasizes practicality, meets global standards, and fosters holistic development. It reflects a long-term approach to maintaining and enhancing the quality of education offered by the institution.

Functions of IQAP:

The quality policy disseminates a detailed account of the quality parameters and philosophy of the college. Policy defines various aspects of quality assurance, importance of planning, self-evaluation, and constant improvement with respect to academic, administration and research. Policy provides benchmarking which is a valuable tool in the monitoring and

improvement of quality. Based on the policy a quality manual shall be drafted which needs to be updated through changes or additions, approved periodically. This entire process is dynamic and imparts quality consciousness.

Goals of IQAP:

- **Imparting Quality Culture:** Emphasizing the importance of quality and cultivating a culture of excellence among all stakeholders involved.
- **Securing Quality Accreditations:** Working towards obtaining internationally recognized quality accreditations such as ISO (International Organization for Standardization) and NACC (National Accreditation Board for Certification Bodies). These accreditations validate our commitment to implementing robust quality management systems.
- **Securing Recognition from Department of Scientific and Industrial Research:** Striving to earn recognition from the Department of Scientific and Industrial Research for our research center. This recognition acknowledges our facility's adherence to stringent criteria and showcases our capabilities in conducting meaningful research and development activities.

Internal Quality Assurance Cell (IQAC):

IQAC of Surana college is the authorized statutory body to implement quality policies and procedures defined. IQAC is constituted as per the guidelines provided by NAAC.

Composition of IQAC

Composition of the IQAC is as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent: 7 from academic departments.
3. One Alumni
4. One Present Student

5. One Alumni Representative
6. Two members from Management:
7. Two administrative Officer: Chief Administrative Officer and Chief Accounts Officer
8. One industry representative
9. IQAC Coordinator

Quality policy of Administration:

Administration shall be decentralized and categorized into various cells and committees. HR cell shall be governed by HR policy with all the quality benchmarks defined by IQAC. For efficient governance institution shall constitute ICT cell governed by E-governance policy. This policy shall explain the roles of those with maintaining, operating, and overseeing Institution e-resources.

ADMINISTRATION OF THE COLLEGE

The administration has entrusted the responsibility of maintaining their quality policy to the Admission Team. The management refrains from interfering in the determination of fees structure. The Admission Committee diligently ensures that there is no discrimination based on gender, social status, or any other factors. Furthermore, the college extends scholarship opportunities to deserving individuals such as farmers, defense personnel, single parents, meritorious students, and those with a passion for sports. By promoting equality and inclusivity, Surana College Campus strives to create an enabling environment where all students can flourish and achieve their goals.

ACADEMICS

The HR policy at Surana College is effectively managed by the Management, Principal, and HR Manager. Whenever a vacancy arises in any department, it is promptly filled by the combined efforts of the management and the principal. They prioritize a seamless recruitment process to ensure minimal disruption in the functioning of the college. The HR Manager plays a vital role in coordinating the recruitment activities and ensuring that qualified candidates are selected for

vacant positions. By swiftly addressing vacancies, Surana College maintains a well-staffed faculty and administrative team, providing a conducive environment for students' academic growth and overall development.

The management of academics at Surana College involves a collaborative approach among different entities. Coordinators from all departments, along with the principal, form a cohesive team to ensure the seamless operation of the semester's learning activities. The Examination Committee oversees the implementation of fair and transparent evaluation methods, while the Placement Committee focuses on enhancing students' career prospects. Through effective coordination and communication, Surana College creates an environment conducive to academic growth and holistic development. This approach equips students with the necessary skills and knowledge to succeed in their future endeavors.

RESEARCH AND INNOVATION:

The Research Committee at Surana College Campus plays a vital role in nurturing research and innovation. It provides students with opportunities to engage in seminars, Faculty Development Programs (FDP), and present and publish papers at national and international conferences. The committee actively encourages and supports students in showcasing their research through paper presentations at various seminars. Surana College, Campus fosters a vibrant research culture, enabling students to contribute to their respective fields and enhancing their academic growth. By emphasizing research and innovation, the college cultivates a spirit of inquiry and intellectual curiosity among its students.

CONCLUSION:

The Surana College exemplifies a well-crafted and sustained overall quality policy, upheld by the dedicated teaching and non-teaching staff. The collective efforts of every staff member contribute to maintaining high standards and fostering an environment conducive to student learning. The institution's commitment to excellence is evident in its quality of education, administrative processes, infrastructure, and student support services. Through effective collaboration, continuous improvement endeavors, and a student-centric approach, Surana College Campus nurtures a culture of quality. This culture promotes holistic development and equips students to overcome future challenges with confidence.

Core values:

1. Quality

Our educational institution prioritizes quality in all aspects of its operations, ensuring the holistic development and success of our students. We maintain high standards in teaching, research, infrastructure, and support services. Our curriculum blends theoretical knowledge with practical applications, fostering intellectual growth and critical thinking. With highly qualified and dedicated faculty, we constantly update our teaching methods to deliver the best learning outcomes. Our state-of-the-art facilities and resources create an optimal learning environment, enabling students to excel in their chosen fields. We actively engage with stakeholders to incorporate their feedback, ensuring transparency, accountability, and effective administration. By adhering to national and international quality standards, we prepare our students to be future-ready, socially responsible, and globally competent individuals.

2. Respect

Respect stands as one of the most important values within our educational institution, forming the bedrock of our beliefs and practices. We firmly believe that a culture of respect is vital for the holistic development of students, the growth of faculty and staff, and the overall success of our institution. We foster an environment where respect is upheld in all interactions, be it between students, colleagues, parents, or other stakeholders. Our commitment to respect goes beyond mere politeness; it encompasses recognizing and valuing the diverse perspectives, backgrounds, and contributions of everyone. We actively promote open dialogue, empathy, and understanding, creating a space where everyone feels valued, heard, and included. Through our emphasis on respect, we cultivate a nurturing educational community that fosters collaboration, creativity, and personal growth.

3. Excellence

Excellence is deeply embedded within our educational institution. We strive to foster an environment that promotes excellence in teaching, learning, research, and overall academic pursuits. Through a dynamic curriculum, dedicated faculty, and state-of-the-art facilities, we provide our students with the tools and opportunities to unlock their full potential. Our commitment to excellence is reflected in our rigorous assessment processes, ensuring that our educational

programs meet the highest standards. We believe that excellence is a continuous journey, and we constantly challenge ourselves to surpass existing benchmarks and inspire greatness in our students and staff.

4. Diversity

Our educational institution deeply upholds diversity as a fundamental value, committed to nurturing an all-embracing and enriching atmosphere for everyone. We take pride in acknowledging and welcoming the distinctiveness of individuals hailing from various backgrounds, cultures, and viewpoints. By nurturing a diverse student body, faculty, and staff, we create opportunities for cross-cultural understanding, acceptance, and growth. Our commitment to diversity extends beyond mere representation, as we actively promote equity and inclusion in all aspects of academic life. We strive to provide equal access to education and resources, ensuring that every individual has a voice and is valued for their contributions. Embracing diversity enhances the educational experience, broadens horizons, and prepares our students to become globally aware and socially responsible citizens. We recognize that diversity is not only a value but also an essential ingredient for achieving excellence in education.

5. Integrity

Integrity is the practice of being truthful and having a strong commitment to ethical principles and values. We practice shared decision-making, promote trust, and treat others fairly. We embody the values of the institution through our dedication to our work. We conduct all activities in an ethical manner and commit to being fair, honest, and objective in our dealings with students, faculty, staff, and stakeholders. We celebrate our national festivals with enthusiasm, as this brings our community together and reinforces the institution's integrity.

6. Faculty

As an educational institution committed to excellence, we take great pride in our distinguished faculty members who possess extensive experience and impressive qualifications, in accordance with the stipulations set by regulatory bodies. Our teachers embrace their role as mentors and strive to create an immersive learning

environment that empowers students to engage in inquiry-based, self-directed learning and cultivates a lifelong attitude of academic growth. We are particularly delighted to highlight that all faculty members of our college actively contribute to research endeavors, consistently publishing their work in esteemed national and international journals.

Functions of IQAC:

- Dissemination of crucial information pertaining to the essential parameters of higher education quality, enabling all stakeholders to stay informed.
- Formulation and implementation of rigorous quality benchmarks and parameters encompassing both academic and administrative spheres within the Institute.
- Thorough documentation of diverse programs and activities undertaken by the Institute, aimed at driving continuous quality improvement.
- Serving as the central coordinating body within the Institute for all quality-related endeavors, and actively promoting the adoption and sharing of best practices.
- Facilitation of a learner-centric environment that promotes the delivery of quality education and fosters faculty development, enabling them to embrace pertinent knowledge and technology for effective teaching and learning.
- Establishment of a comprehensive feedback mechanism to elicit responses from students, parents, and other stakeholders regarding various institutional processes related to quality.
- Organization and oversight of workshops, seminars, and quality circles at both intra and inter-institutional levels, to address themes related to quality enhancement and advancement.
- Development and upkeep of an Institutional database through a Management Information System (MIS), to efficiently manage and augment institutional quality.
- Cultivating a pervasive Quality Culture within the Institution, fostering a shared commitment to excellence.
- Preparation of the Annual Quality Assurance Report (AQAR) of the Institute, adhering to the quality parameters and assessment criteria stipulated by relevant quality assurance bodies like NAAC (National Assessment and Accreditation Council) or NBA (National Board of Accreditation), in the prescribed format.

Benefits of IQAC:

- Ensures a heightened level of clarity and focus on the functioning of the institution, with the aim of enhancing quality.
- Facilitates the internalization of a culture of quality within the institution.
- Enhances and integrates various activities, promoting the institutionalization of good practices.
- Provides a solid foundation for decision-making to improve institutional functioning.
- Acts as a dynamic system for driving quality changes within the institute.
- Establishes an organized methodology for documentation and internal communication.

Plan of Action:

- Conducting meetings at the beginning of each semester (twice per semester) to review academic policies and ensure effective implementation.
- Developing a monitoring system to ensure quality assurance practices are in place.
- Coordinating the process of gathering online feedback from students about the teaching-learning process and sharing assessments with respective faculty members and departments
- Preparing a detailed Annual Quality Assurance Report (AQAR) at the end of the academic year and submitting it to the Governing Body/University
- Organizing academic activities in accordance with guidelines provided by the Governing Body and Academic Council of the college.
- Identifying faculty coordinators/conveners for various committees and cells and planning activities for the academic year
- Conducting meetings with faculty coordinators to discuss the plan of action for their respective responsibilities.
- Creating mentor and mentee lists at the department level and distributing mentoring registers along with guidelines based on attendance, performance, etc.
- Developing common slots for seminars, sports, skill-based programs, and

value-added programs and communicating them to respective departments for inclusion in their timetables

- Collecting teaching outcome feedback (course assessment) from students at the end of each semester
- Organizing reviews/audits of all academic activities by a team of internal experts and presenting their observations in meetings for further guidance
- Collecting and compiling self-appraisal forms from faculty members at the end of the academic year
- Modifying various application/information formats at least once a year
- Creating the Activity calendar of the Institute based on individual plans submitted by departments/forums.
- Coordinating the flow of information to the website administrator regarding activities/achievements from various forums/departments
- Coordinating the preparation and submission of Activity Record files by various forums after each activity
- Assisting the principal office in the periodic review of the institute's policy book
- Assisting the principal office in scheduling stock verification of laboratories/library at the end of the year.

Standard Operating Procedure:

The Standard Operating Procedure (SOP) outlines a step-by-step institutional execution process, involving all levels of managerial hierarchy.

1. Analysis

The head of the institution analyses the current situation by consulting the academic council, heads of departments, and deans. They assess the needs of the institution, including classrooms, laboratories, library resources, staff requirements, and additional components such as hostels and sports grounds, which contribute to the quality of work life and student development.

2. Survey

Statistical data regarding student admissions, staff requirements, library resources, examination procedures, etc., is collected. Estimations and requirements for development/improvement programs are made based on this information.

3. Improvement

A list of development/improvement programs, including details for each program provided by each department, is compiled. The list specifies the time limit for implementation, categorizing programs as short-term or long-term based on circumstances.

4. Implementation

The academic council analyses the inputs and makes decisions regarding the implementation of development/improvement programs in each department, considering the details and statistical data provided.

5. Evaluation

The success of the plan is determined through periodic evaluation, assessing the extent to which the targeted goals are being achieved at different stages. Upon completion of the project, the outputs are evaluated qualitatively and quantitatively.

Criterion I - Curricular aspects

1. Department Calendar of events/Academic Year.
2. Master Timetable which includes, library timetable, individual department timetable, remedial class timetable.
3. Mentorship concept.
4. Lesson plan prepared with respect to PER included with course and program outcome.
5. Work completion statement as per H.R Format.
6. Bridge course report includes attendance.
7. Syllabus prescribed by affiliating university.
8. **Internal exam timetable**
 - a. With internal exam question paper
 - b. With preparatory question paper
 - c. With internal grievance cell
9. Internal question paper including PO'S and CO'S

10. Remedial class attendance
11. **Value added /Certificate course.**
 - a. Circulars
 - b. Certificate
 - c. Timetable
 - d. Syllabus
 - e. Fees if any
 - f. Reports
 - g. Attendance with student's signature and program coordinator
 - h. Certificate xerox of all the students enrolled for certificate course.
12. **Project work undertaken by students.**
 - a. Projects of the students
 - b. Scanned project copy of the student's year wise
 - c. Internship certificate with student signature
13. Number of field visit/Industrial Visit organized by each department year wise data.
14. Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken.
15. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into
16. BOS/BOE/valuer/Paper setter of the affiliating and other university.
17. **Experimental learning**
 - a. Field request given to the principal.
 - b. Permission letter /Mail sent to the organization.
 - c. Permission given by the organization through mail letter.
 - d. Reports with geotagged photos
 - e. Students list with registration numbers.
18. Reports on activity conducted through various committees.

Criterion II - Teaching & Learning and Evaluation

1. Student Enrolment Profile

- List Student Enrolment
- Sanctioned intake list and approved list

2. Catering to student diversity

- Seat allotment permission from the government

- Category-wise filled seats and vacant seats
- Admission extract submitted to state minority cell.
- Teacher-Student ratio

3. Teaching-Learning Process

Student-centric learning method reports

- ICT facility,
- ERP report,
- PPT and Videos
- ICT tools,
- Field visits,
- Industrial visits

4. Mentor-Mentee meeting

Documents:

- Circular-Mentor mentee meeting
- Mentor-Mentee list

5. Teacher Profile and Quality

- List of full-time teachers
- Highest qualification with order copy

5. Evaluation Process and Reforms

- Internal exam circulars
- Exam Timetable
- Internal Question papers with PO & CO
- Internal exam marks list
- Final internal marks
- Grievance redressal report

6. Student Performance and Learning Outcomes

- Vision and Mission
- PO & CO
- PSO & PEO
- Result list
- OBE
- Result analysis

7. Student Satisfaction Survey

- Student feedback collection every year
- Student feedback on teachers and college resources

Criterion III - Research, Innovations and Extension

1. Grants received from Government and non-governmental agencies.

- Corresponding/ Communication letters from agency.
- Sanction Letter of grants by the funding agency.
 - Includes – Project title, Principal investigator.
 - Department, Amount sanctioned, Duration, Agency name.
- Report of the Project.

2. Innovation Eco System.

Description in 200 words about the innovations and initiatives that happened during the year and how it enhances the skills and knowledge of staff and students which includes the details of the following.

- Research Publications.
- Awards for the staff/students.
- FDPs.
- Incubation center.
- Activities on Research/ EDC/ IPR.

Documents –

- Circular
- Brochure with proper details of resource persons
- Invitation to the resource person
- Detail report of workshop/seminar/Guest Lecturer.
- Geo tagged photograph with date & captions,
- Student attendance
- For offline events manual students' signature is mandatory and for virtual mode: registered participants list is required along with the screen shots of participants as a proof.

3. Publications: Paper published in notified journals.

- Individuals must provide the below details of their research work.

- Cover page of the general, first page of article, ISSN number page, UGC link or Link to the Scopus/web of sciences.
- Web-link should redirect to the general webpage published in UGC list.
- If list is not available, then provide the deleted row from the UGC care list.
- Scopus list journal should be provided with direct links.

4. Books and Chapter in edited volumes/books published and papers published in national/international conference proceedings per teacher during year.

- Individuals must provide the below details of their publications.
Cover page, Table of contents, first page/ Edited Chapter page, ISBN number page.
- Web-link of research papers /conference proceedings.
- Title of the proceedings of the conference.
- Name of the conference.
- Conference proceeding Name, affiliation to the institution.

5. Extension Activities.

Description of the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 500 words which include the activities conducted through the units NSS/NCC/YRC/ Rotaract Club.

Awards for Extension

- E-copy of the award letters and supporting document.

6. Extension Activities should contain.

- Circular
- Geo tagged Photographs and any other supporting document of relevance.
- Detailed report for each extension with specific mention of number of students participated.
- Student attendance sheet with signatures.
- Geo-tagged Photographs with captions.

7. MOUs/ Collaborations

- Circular and corresponding letters from the collaborative agency.
- Letters showing MOUs with other institutions or Organizations on stamp paper.
- MOU Copies / related documents indicating the nature of collaboration and activities.

- Activities of Functional MOUS/ Collaboration should contain.
- Detailed report of the activity.
- Corresponding letters from the collaborative agency.

Criterion IV - Infrastructure and Learning Resources

1. Financial Statements and Financial Audits for Infrastructure Augmentations:

- Comprehensive inventory of all facilities and equipment.
- Utilization and maintenance records of infrastructure components.
- Feedback and satisfaction surveys from students, faculty, and staff.
- Strategic plan for future infrastructure development.
- Certifications related to compliance and safety standards.
- Documentation of environmentally sustainable practices.
- Measures for infrastructure accessibility and inclusivity.
- Details of technological integration in the infrastructure.
- Collaborations and partnerships for infrastructure enhancement.
- Long-term financial planning for infrastructure maintenance.

2. Expenditure on Maintenance of Infrastructure:

- Detailed maintenance and repair records.
- Preventive maintenance plan for infrastructure components.
- Emergency response and disaster management plan.
- Implementation of energy efficiency measures.
- Recycling and waste management initiatives.
- Feedback and satisfaction surveys for maintenance.
- Training and skill development programs for maintenance staff.
- Sustainability certifications for maintenance practices.
- Long-term infrastructure maintenance strategy.
- Documentation of external maintenance audits.

3. Library and Learning Resources:

- Collection development policy for learning resources.

- Reports on user feedback and satisfaction surveys.
- Records on resource utilization and effectiveness.
- Inclusion of accessible and diverse resources.
- Collaboration and resource-sharing efforts.
- Integration of digital learning platforms.
- Adherence to copyright compliance.
- Library orientation and user training programs.
- Future acquisition plans for the library's collection.
- Preservation and conservation measures for resources.

4. Infrastructure of Internet and Wi-Fi:

- Reports on internet connectivity and speed evaluations.
- Documentation of network security measures.
- Wi-Fi coverage and signal strength assessments.
- CCTV cameras all over the campus.
- Policy for bandwidth management.
- Guidelines for appropriate internet usage.
- Integration of digital learning platforms.
- Efforts for internet accessibility for disabled individuals.
- Upgrades and enhancements to internet infrastructure.
- Redundancy measures for uninterrupted internet access.
- Support system and helpdesk for internet-related issues.
- Data privacy and compliance measures.

5. Laboratory Stock Registers and Verification:

- Records of laboratory equipment maintenance.
- Calibration certificates for equipment.
- Inventory of chemicals and hazardous materials.
- Safety measures and protocols in the laboratories.
- Standard Operating Procedures (SOPs) for each lab.
- Documentation of research projects and experiments.
- Reports on utilization of laboratory resources.
- Collaborative research and publications.
- Details of research grants and funding received.
- Green lab initiatives for sustainability.
- Strategic plan for laboratory infrastructure development.

Criterion V - Student Support and Progression

1. Scholarship (Govt. / Institutional)

- List of students categorized by academic year, including both government-funded and institutional-funded students.
- A government document stating the approved amount allocated for a specific student.
- An institutional letter of approval specifying the sanctioned amount for each individual student.

2. Capacity building/ Skill development activities for students

Documents related to the events organized by the departments within the category.

- Circular
- Brochure
- Report
- Attendance

3. Career guidance/Competitive exam orientations for students

Documents related to the events organized:

- Circular
- Brochure
- Report
- Attendance
- Pre-placement training
- Personality Development

4. Anti-ragging /Anti-sexual harassment Committee/ Grievance Redressal Cell.

Documents required within the category:

- Committee Members List
- Minutes of Meeting
- Undertaking from students

5. Placement and Higher education details:

Placement Details

- Appointment Letter which includes salary of the specific student/Identity Card of the Company where the student has been placed.

Higher Education Details

- The admission letter from the Institution /Identity Card of the Institution where the student has been admitted for Higher Education.

6. Sports activities and achievements of students

Students' achievements in Sports/Cultural Events Details:

- Details of Awards/Medals won by the students at University /National/International level.
- Details of Circular/Certificate of specific Sports/Cultural events.
- Details of Sports/Cultural Events Organized by the Institution.
- Details of reimbursement of Travelling allowance incurred by the students.

7. Student representation in committees/cells

Details of student participation in various activities:

- NSS/NCC/YRC Volunteering
- Departmental event activities
- Club activities
- Sports/Cultural event participation
- Extension activities

8. Alumni engagement

Alumni Association Committee Details

- Details regarding the involvement of alumni as resource persons for guest lectures/ career guidance events/ cultural activities/ sports motivation, including relevant details.
- List of students receiving/have received monetary contributions from Alumni Association.

Criterion VI - Governance Leadership and Management

1.Vision/Mission dissemination activities

The institution's Vision and Mission dissemination efforts involved gathering inputs from various departments. A collaborative document was then compiled, incorporating all the activities aimed at communicating and promoting the institution's Vision and Mission.

2. Policies of the institution / Welfare measures

The process involved in gathering policies and welfare measure documents was to collect them directly from the office.

3. Financial assistance to faculty

The office compiled a collection of documents, including cash vouchers, sanction letters, and participation certificate.

4. E-Governance

- ERP documents
- Policy documents
- User Manual Screenshots of the user interface CA Declaration for the amount spent on ERP purchase.

5. Formation of committees and its roles and responsibility

From the office, a compilation of implementation documents was gathered, which included committee lists along with their respective roles and responsibilities.

6. Organization of FDP/SDP

- Circulars.
- Brochures,
- Reports
- Geotagged Photographs
- Attendance from IQAC, Departments.

7. Quality improvement programs by IQAC

- Circulars,
- Brochures,

- Reports.
- Geotagged Photographs, Attendance from IQAC

8. Quality initiatives by IQAC

- Circulars Brochures.
- Reports.
- Geotagged Photographs.
- Attendance for events.
- Audit Report & Certificate.

Criterion VII - Institutional Values and Best Practices

1. Activities by gender equality cell and Women's cell

The following documents for the events conducted by the cell must be collected.

- Circulars
- Geotagged Photos
- Event Reports

2. Environment consciousness of the institution

The questionnaire asked for by the external auditors for Green Audit, Energy Audit and Environment Audits must be filled in by the institution. Based on the reports given on the questionnaire, the auditors issue respective certificates.

3. Institutional efforts towards inclusive environment

The following documents must be collected on the events of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities conducted by the college.

- Circular
- Geotagged Photos
- Event Reports

4. Code of conduct for teachers/staff/students

- Handbook for students
- The codes of conduct for various stakeholders mentioned in the college manual must be collected.
- Event Reports (Circular, Geotagged photos, Write-ups of 2 pages) conducted on human values, professional ethics must be collected from all the departments and IQAC.

5. Best Practice of the institution

Best practices of all the departments are to be collected and discussed about one of the best among them which has been followed consecutively for many years (at least 2 to 3 years) because of which the employees/students benefit.

Documents to be collected:

- 1) Details of best practice with geotagged photographs
- 2) Reports of the events conducted for the same.

6. Quality Teaching and Faculty Development:

Encourage and support continuous faculty development and training to keep up with the latest educational techniques and technologies.