



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SURANA COLLEGE

**NO. 167, 5TH MAIN ROAD, INDUSTRIAL SUBURB, PEENYA 2ND STAGE
(BEHIND FTI), NEAR ESIC HOSPITAL**

560022

www.suranacollegepeenya.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ABCD -350

Vision

To elevate every student with diverse skills and opportunities to achieve their career goals in the competitive global job market.

Mission

- To collaborate with global recruiters to provide students with internships and rewarding career opportunities.
- To facilitate relevant pre-placement training and skill-building programmes.
- To provide personalized career guidance and counselling to students.
- To organise career related workshops and events to expand students' professional networks.
- To foster a culture of entrepreneurship and innovation for students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Management accessibility.
2. Positive work environment.
3. Established legacy of 28 years in the education sector.
4. Decentralized decision-making and policy formulation.
5. Program evaluation report for critical teaching assessment.
6. Extension and outreach programs facilitated by 44 clubs.
7. Scholarships for sports and academic excellence.
8. Active student council.
9. Funding for student projects.
10. Comprehensive student profiles.

Institutional Weakness

1. Located at Industrial area.
2. Limited campus accessibility.
3. Constraints on further infrastructural development.
4. Insufficient focus on sustainable practices.
5. Research recognition with 2f and 12B and grants.

6. Dependence on affiliated University for syllabus and curriculum updates.

Institutional Opportunity

1. Attain recognition as a research-centric institution with 2f and 12B.
2. Increase student enrolment through enhanced branding and marketing initiatives.
3. Introduce new courses aligned with industry requirements.
4. Strengthen placement opportunities by building relationships with top MNCs.
5. Foster a more active incubation and entrepreneurial centre.
6. Establish student exchange programs.
7. Strategic partnerships with national and international colleges and organizations.

Institutional Challenge

1. Improve admissions for arts and science programs due to declining trends.
2. Cater to the needs of low-income populations.
3. Navigate inconsistencies and sudden changes in university guidelines and timelines.
4. Address high attrition rates among the teaching staff.
5. Develop and implement industry-relevant curriculum.
6. Attract and retain a talented pool of teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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Teaching-learning and Evaluation

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Research, Innovations and Extension

ABCD -350

Infrastructure and Learning Resources

ABCD -350

Student Support and Progression

ABCD -350

Governance, Leadership and Management

ABCD -350

Institutional Values and Best Practices

ABCD -350

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SURANA COLLEGE
Address	No. 167, 5th Main Road, Industrial Suburb, Peenya 2nd Stage (Behind FTI), Near ESIC Hospital
City	Bangalore
State	Karnataka
Pin	560022
Website	www.suranacollegepeenya.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramya R	080-23370056	9886820741	-	principal@suranacollegepeenya.edu.in
IQAC / CIQA coordinator	Ajay	080-23370057	9945217021	-	ajay.r@suranacollegepeenya.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No. 167, 5th Main Road, Industrial Suburb, Peenya 2nd Stage (Behind FTI), Near ESIC Hospital	Urban	333	333

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Humanities	12	PUC	English	100	100
UG	BA,Humanities	12	PUC	English	100	100
UG	BA,Humanities	12	PUC	English	100	100
UG	BA,Humanities	12	PUC	English	100	100
UG	BCom,Commerce	12	PUC	English	100	100
UG	BBA,Management	12	PUC	English	100	100
UG	BSc,Science	12	PUC	English	100	100
UG	BCA,Science	12	PUC	English	100	100
UG	BSc,Science	12	PUC	English	100	100
UG	BSc,Science	12	PUC	English	100	100
UG	BSc,Science	12	PUC	English	100	100
UG	BSc,Science	12	PUC	English	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	333				333				333			
Recruited	3	3	3	9	3	3	3	9	3	3	3	9
Yet to Recruit	324				324				324			
Sanctioned by the Management/Society or Other Authorized Bodies	333				333				333			
Recruited	3	3	3	9	3	3	3	9	3	3	3	9
Yet to Recruit	324				324				324			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				333
Recruited	0	0	0	0
Yet to Recruit				333
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	333	33	0	366

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	3	3	3	12
	Female	3	3	3	3	12
	Others	3	3	3	3	12

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has made a deliberate endeavor to promote the integration of various departments operating within different schools, namely Humanities, Commerce and Management, and
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Science. The goal is to envision how the curriculum can be seamlessly blended in the future, incorporating interdisciplinary and multidisciplinary approaches. This initiative aims to foster an environment that fosters collaboration, encourages the sharing of knowledge, and facilitates the integration of diverse perspectives and expertise.

1. Current State Assessment: A dedicated team evaluated the institution's structure and ongoing multidisciplinary initiatives to identify strengths, weaknesses, and areas for improvement.
2. Shared Vision Development: The leadership team collaborated with core team to establish a clear vision and goals for the institution's multidisciplinary approach, communicated through a vision statement.
3. Embracing Diversity in Recruitment: Institution actively sought individuals from diverse backgrounds during the hiring process to promote a rich pool of talents and perspectives.
4. Cultivating a Collaborative Culture: Efforts were made to foster a culture of collaboration, cooperation, and open communication among employees from different disciplines.
5. Formation of Interdisciplinary Teams: Cross-functional teams consisting of individuals from diverse disciplines were established to collaborate on designated projects and leverage varied expertise.
6. Interdisciplinary Training and Development: Comprehensive training programs, workshops, and seminars promoted interdisciplinary thinking and collaboration among employees.
7. Creation of Shared Spaces and Platforms: Dedicated physical and virtual spaces facilitated interdisciplinary collaboration, idea exchange, and resource sharing.
8. Support for Interdisciplinary Research and Projects: The institution allocated resources, funding, and time to support interdisciplinary endeavors.
9. Establishment of Interdisciplinary Governance Structures: An Internal Quality Assurance Cell (IQAC) task force oversaw and promoted the institution's multidisciplinary approach.
10. Recognition and Rewards for Interdisciplinary Efforts: Measures were implemented to acknowledge and celebrate contributions to the institution's multidisciplinary approach, integrating achievements into performance evaluations and reward systems.
11. Foster External Collaborations: Collaborations with external organizations and experts from various disciplines were pursued to facilitate knowledge

	exchange and cross-pollination of innovative concepts. 12. Continuous Monitoring and Evaluation: A robust mechanism was implemented to monitor progress, gather feedback, and assess the impact of the institution's multidisciplinary approach for informed decision-making and improvement.
2. Academic bank of credits (ABC):	<p>Institution has obtained registration under the Academic Bank of Credits to provide students with the advantage of multiple entries and exits throughout their chosen program. Efforts have been initiated to collaborate with like-minded institutions/universities for seamless partnerships, internationalization of education, joint degrees between Indian and foreign institutions, and facilitating credit transfer. Following initiatives have been undertaken by the institute:</p> <ol style="list-style-type: none"> 1. Curriculum Mapping: Institute has meticulously mapped its curriculum to align with the learning outcomes and competencies specified by the ABC. This ensures that the courses offered are in line with the credit requirements and can be easily recognized and transferred by other institutions. 2. Credit Transfer Policy: A clear and comprehensive credit transfer policy has been established by the institute. This policy outlines the criteria and process for transferring credits earned by students, adhering to the guidelines and standards set by the ABC. 3. Articulation Agreements: Institute is actively working towards establishing articulation agreements with other educational institutions, including universities and colleges. These agreements facilitate the smooth transfer of credits earned at the institute, ensuring seamless credit recognition and transfer for students. 4. Documentation and Records: Institute has implemented a robust infrastructure to maintain comprehensive documentation and records of student achievements. This includes keeping records of course syllabi, transcripts, and assessment results. Such documentation serves as evidence for the credits earned by students and streamlines the credit transfer process. 5. Quality Assurance: To ensure academic rigor and standardization of courses, the institute has implemented a rigorous quality assurance mechanism. This involves regular curriculum review, assessment of learning outcomes, and monitoring of teaching methodologies. 6. Student Support Services: The institute has established dedicated support services to assist students in

	<p>navigating the credit transfer process. This includes providing academic advising, counseling, and guidance on understanding credit transfer requirements and procedures. 7. Awareness and Communication: The institute has undertaken proactive initiatives to raise awareness among students, faculty, and staff regarding the Academic Bank of Credits and the benefits of credit transfer. Clear communication channels have been established to address any queries or concerns related to credit transfer, ensuring effective information dissemination.</p>
3. Skill development:	<p>Institution has taken significant strides in equipping its students with necessary skills to empower them for a successful future. By integrating both technical and soft skills into its curriculum, institution offers a comprehensive Value-Added Program, Addon courses, and Certificate programs, Vocation training, NPTEL initiatives, which encompass theoretical knowledge and practical sessions. In order to ensure that students remain up-to-date with latest industry demands, the institution has introduced hybrid-mode Certification courses and finishing school certification programs. This approach allows students to gain specialized expertise while adapting to the evolving educational landscape. Institution places a strong emphasis on nurturing soft skills, as they are essential for personal and professional growth. Through Value Added Programmes, students develop crucial competencies such as Business Etiquette, Time Management, Personal Branding, Interpersonal Skills, Quantitative Ability, Logical Reasoning, Data Interpretation, and Verbal Aptitude. The commitment to student development extends beyond academics. The Institution actively supports Student counsel through its “Student development programs”, Pre-placement counselling through its Placement Cell, the Alumni connect program to enhance students' career prospects. Promoting entrepreneurship is another key focus of the institution, with the “Entrepreneurship Development Cell”, inspiring them to venture into their own enterprises. Institution has established various study centres such as Swami Vivekananda, Mahatma Gandhi, Dr. B R Ambedkar, and Buddha Study Centre. These centres play a crucial role in developing students' value systems and contributes to students' holistic growth. In keeping with the</p>

	<p>demands of the digital era, the institution has made strides in inculcating technical skills like digital fluency, Analytics for Business, Aviation, Cloud computing, data sciences, full stack, Molecular chemistry, Instrumental and Fintech courses. This ensures that students are well-prepared to thrive in a technology-driven world. Furthermore, across all streams, the institution supplements the regular curriculum with Value Added Programs that enhance cognitive and attitudinal skills, thus contributing to the overall development of students. By honing their employability skills, the institution ensures that its graduates are well-equipped to enter the workforce with confidence and competence. Through a range of comprehensive programs and initiatives, the institution truly empowers its students and prepares them to thrive in the dynamic world ahead.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To preserve, promote, and contemporize traditional wisdom, and to foster cultural identity and appreciation among students and faculty members, the institution has undertaken appropriate integration of the Indian knowledge system. Various efforts have been made to incorporate the elements of the Indian knowledge system into the institution's framework. These efforts include:</p> <ul style="list-style-type: none"> a. Curriculum Development: The curriculum has been revised to include subjects or modules that specifically focus on the Indian knowledge system. Subjects like Yoga and traditional arts and crafts have been included to provide students with a holistic and comprehensive understanding of Indian knowledge. b. Guest Lectures and Workshops: Experts and practitioners from various traditional Indian disciplines have been invited to deliver guest lectures and conduct workshops, enriching students' learning experience. These experts share their knowledge and insights into traditional practices, indigenous wisdom, and cultural heritage, allowing students to gain a firsthand understanding of the Indian knowledge system. c. Cultural Events and Celebrations: The institution organizes cultural events and celebrations to foster an environment that values and promotes the Indian knowledge system. Traditional music and dance performances, festivals, art exhibitions, and cultural fairs provide platforms for showcasing and celebrating indigenous knowledge, arts, and practices. d. Faculty Development and Training: Faculty members receive

	<p>training and development programs on the Indian knowledge system. This equips them with the necessary expertise to effectively integrate relevant content and pedagogical approaches into their teaching. Faculty members are encouraged to attend workshops, seminars, and conferences focused on traditional knowledge systems, enabling them to incorporate Indian knowledge into their courses. Additionally, the institution plans to establish partnerships and collaborations with indigenous communities and practitioners to further integrate the Indian knowledge system. Such collaborations can lead to knowledge exchange programs, joint research projects, and community engagement initiatives, enhancing the integration of Indian knowledge within the institution. In terms of skill development, the institution follows good practices such as aligning the curriculum with industry requirements and the job market, providing practical learning opportunities with the industry, offering skill-oriented courses and electives, collaborating with industries, conducting skill assessments, and providing feedback to all students.</p>
5. Focus on Outcome based education (OBE):	<p>When prioritizing outcome-based education, the institute adopts several effective practices. Outcome-based education emphasizes the desired learning outcomes and reduces reliance on traditional teaching methods. Here are key practices that the institute follows to achieve outcome-based education:</p> <ul style="list-style-type: none"> a. Clear Definition of Learning Outcomes: Faculty members clearly define the expected learning outcomes for each course or program. These outcomes are measurable and adhere to the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria. They describe the knowledge, skills, and competencies that students should acquire. b. Alignment of Curriculum and Assessments: The institute ensures curriculum alignment with desired learning outcomes, with faculty developing assessments to directly measure the attainment of these outcomes. c. Implementation of Constructive Alignment: Faculty implements constructive alignment, designing teaching and assessment strategies that support the achievement of desired outcomes, fostering active student engagement. d. Active Student Engagement in the Learning Process: Faculty encourages active student participation

	<p>through learner-centered approaches like problem-based learning, case studies, group projects, and discussions, providing real-world application opportunities. e. Timely and Constructive Feedback: Faculty offers regular, specific, and constructive feedback to students on their progress towards learning outcomes, enabling students to track their progress and make improvements. f. Promotion of Collaborative Learning: Faculty fosters collaboration among students, encouraging teamwork on projects, discussions, and problem-solving activities, enhancing communication and teamwork skills across disciplines. g. Continuous Improvement and Evaluation: The Institutional Quality Assurance Cell (IQAC) regularly evaluates the effectiveness of teaching methods and assessments in achieving desired outcomes. The IQAC collects and analyzes data on student performance, feedback, and program outcomes. This information is used to make informed decisions for continuous improvement. h. Engagement of Stakeholders: The institute actively involves stakeholders such as employers, industry professionals, alumni, and accrediting bodies in the process. Their input is regularly sought regarding desired learning outcomes, curriculum design, and assessment methods. Their perspectives are documented and provide valuable insights into industry needs, ensuring the relevance of the education provided. By implementing these practices, the institute creates a learner-centric environment that focuses on achieving the desired learning outcomes and prepares students for success in their chosen fields.</p>
6. Distance education/online education:	<p>Online Education has become increasingly popular, and the institute has embraced blended learning as an effective approach to cater to the diverse learning needs of its students. Blended learning combines traditional classroom instruction with online learning activities, offering a flexible and interactive educational experience. A key aspect of blended learning is striking a balance between online and offline activities to create a seamless learning experience. Faculty members carefully design courses that leverage online resources for independent study, research, and exploration while reserving in-person sessions for dynamic discussions, hands-on activities, and assessments. This blend of</p>

virtual and face-to-face interactions maximizes student engagement and supports a more personalized learning. In pursuit of effective blended learning, institute employs a range of online platforms, including discussion forums for collaborative learning, chat functions for real-time communication, video conferencing for virtual lectures and workshops, assignment submission for seamless evaluation. Faculty members skillfully integrate theoretical content with practical applications through virtual labs, video demonstrations, and case studies. Whenever possible, they provide hands-on experiences through internships, on-the-job training, or practical workshops in collaboration with organizations. This approach ensures, students can apply their learning to real-world scenarios, enhancing their understanding and skill development. In addition to academic support, institute places great emphasis on providing comprehensive student support services in the online learning environment. Faculty members offer academic advising, counseling, technical assistance, and access to a wealth of learning resources. Students are encouraged to register for National Programme on Technology Enhanced Learning (NPTEL), National Skill Development Corporation (NSDC), and other Massive Open Online Courses (MOOCs) through established channels to seek further assistance in their academic journey. By diligently implementing these best practices, the institute creates a cohesive and enriching online learning environment, fostering a well-rounded educational experience for students. The blended learning model enables students to benefit from the flexibility of online education while still enjoying valuable face-to-face interactions with peers and instructors. As technology continues to advance, the institute remains committed to staying at the forefront of online education, ensuring that students receive a high-quality, innovative, and adaptive learning experience that prepares them for success in their chosen careers.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes
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set up in the College?	
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter Awareness Programme conducted.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ABCD
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	51 students are yet to get enrolled as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
437	419	329	182	29
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 333

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	30	25	22	16

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
145.30	110.59	196.75	163.51	72.97
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Surana College, affiliated with Bangalore University, follows the curriculum designed by university and strives for academic excellence and professional competency through various measures. The Internal Quality Assurance Cell takes responsibility for effective curriculum delivery, which includes enhancement programs encompassing curricular and co-curricular activities bridging the gap with industry expectations, skill development, value addition programs, and faculty development through Quality Improvement Programs.

College has developed an organized mechanism for curriculum delivery through well-planned and documented process to cater to the needs of students during their formative learning and career-building years. Curriculum planning begins with preparation of academic calendar in alignment with University Academic Calendar. Coordinators of Departments prepare curriculum plan, and timetable committee prepares timetable based on the workload and competency mapping provided by department coordinators for the academic session. The workload is allotted based on faculty's course preference, experience, and expertise.

Comprehensive teaching plans are prepared by faculty members, which include delivery of entry level tests, bridge courses, curriculum enrichment courses, vocational training, certification programs, lectures, tutorials, and practical sessions. Each department prepares its teaching plan and teaching methods in accordance with learning objectives and outcomes. Program Outcomes and Course Outcomes are defined in all programs.

The academic year begins with an orientation program called "Aarambh" for first-year students, wherein the Principal addresses them. Parents are requested to furnish information about their ward in the student profile book, and training on usage of ERP platform for parents and students is provided. Proctors are assigned to provide personalized attention to the students, and the program orients students about facilities and welfare schemes available, code of conduct and discipline, add-on courses, various committees, role of the Student Council, continuous evaluation methods, and extra-curricular activities. The coordinators introduce their team and explain the POs and COs. Orientation on Undergraduate finishing programs is conducted, and enrolment for the same is obtained towards the refreshment program.

During curriculum implementation phase, two internal tests and a preparatory examination are conducted per semester, and the results are displayed and discussed with students. Parent-Teacher Meetings are conducted after every test, and student profile books are updated to appraise the student's performance to their parents via hybrid mode. Remedial classes and coaching for advanced learners are arranged on a need basis. Faculty members submit program execution reports that include planning, implementation,

amendments, and creative teaching. Periodical meetings between the Principal and coordinators are held to review curriculum delivery.

Various pedagogical methods are employed in teaching, such as creative lecture methods, innovative and participative techniques, experiential learning, ICT Online Blended Learning, guest lectures, and webinars. Students are encouraged to utilize well-equipped library with reference books, journals, e-learning resources, and newspapers. Placement trainings are also provided, and Mentor-Mentee Scheme is implemented to resolve academic, social, and other problems of students. Documents maintained include course files with timetables, lesson plans, curriculum details, calendar of events, results, question papers, and scheme of evaluation for each course, as well as records of past university examinations and internal assessment marks.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 83

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response:

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Surana College has incorporated gender, environment and sustainability, human values, and professional ethics into both curricular and co-curricular activities to foster holistic education and enhance the overall development of students in accordance with the syllabus of the affiliating University. Undergraduate syllabus includes topics such as Indian Constitution and Human Rights, Environmental public health and awareness, Science & Society, Personality Development, Culture & Diversity, and Creativity & Innovation, which are taught through experiential learning programs and activities organized by various college committees.

To address gender issues, Surana College has a dedicated "Stree Cell" consisting of a convenor, professor, non-teaching staff, and 2 student representatives as members. The Stree Cell conducts gender sensitization programs for both teachers and students, educates them on health and hygiene through guest lectures and interactions with eminent doctors, and provides a platform for students to report grievances through a complaint-box kept in college premises. The college has also constituted an "Anti-Ragging Committee" to handle issues related to ragging and inappropriate behavior, and the NSS team conducts awareness programs in surrounding villages on various social issues.

Surana College also emphasizes on imparting human values to students, and conducts extension activities such as cycle rallies, road cleaning, anti-tobacco initiatives, hand wash and hygiene drives, organ donation drives, vaccination drives, flashmobs on plastic-free India, setting up libraries in slums, teaching weekend classes to school children, and distributing sanitary pads.

In addition to gender sensitization and human values, Surana College also focuses on professional ethics and conducts personality development programs to instil skills such as ethical decision making, empathy, and time management among students.

Environment and sustainability are also key areas of emphasis at Surana College, and students are made aware of biodiversity conservation, pollution control, and the impact of human activities on the environment, including environmental protection acts. The college organizes activities such as Swach Bharat Abhiyan, waste management, planting of saplings, and the installation of LED bulbs in the

college premises to promote sustainability.

Overall, Surana College integrates gender issues, human values, professional ethics, and environmental sustainability into its curricular and co-curricular activities to provide a holistic education and promote the overall development of students.

In addition, by implementing a zero-tolerance policy at campus has established a culture of creating a safe, respectful, and inclusive learning environment where students, teachers, and staff are expected to treat one another with dignity and uphold the values of mutual respect and tolerance. A zero-tolerance policy sends a clear and strong message that certain behaviors are unacceptable and will not be tolerated in the educational setting. This creates an environment conducive to learning and personal growth, where students feel empowered to express themselves freely without fear of harassment, discrimination, or violence. It promotes accountability, prevents and addresses misconduct, instils positive values, and aligns with legal and ethical requirements. By upholding a zero-tolerance policy, we have fostered a positive and conducive learning environment where all individuals are treated with dignity and respect, and can thrive academically, emotionally, and socially.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response:

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 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 report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 32.99

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
165	135	162	149	29

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
400	400	380	380	380

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 49.38

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
140	117	112	88	22

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	190	190	190

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 12.14**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

Surana College has established a strong foundation for its teaching and learning process by implementing a structured approach that aims to enhance students' capabilities in all spheres of education. The college ensures that first-year students are well acquainted with the faculty, activities, and facilities through a comprehensive orientation program.

ICT tools are seamlessly integrated into the teaching and learning process, with projectors being used in classrooms, Wi-Fi extended throughout the campus, and computers and laptops connected to both wired and wireless LAN. The availability of high-speed fiber optic bandwidth allows students and faculty to access the internet easily. Faculty members utilize graphical representations, sketches, numerical data, and models to provide a holistic learning experience. Students are encouraged to observe and engage with the information keenly.

Experiential and participative learning methodologies are deeply ingrained in the college's approach to learning and assessments. Students are given question papers and assignments to solve, and practical exposure is offered through the Business Lab, where learning insights are applied through various activities. Presentations, especially using Power Point, are commonly employed to enhance the effectiveness of teaching and promote better understanding among students. Additionally, the college offers abundant exposure through guest talks, industrial visits, workshops, webinars, training programs, internships, and club activities. Eminent personalities are also invited to deliver lectures, offering diverse perspectives to the students.

Problem-solving sessions and group discussions foster participative learning environment for students. The digital library with its vast e-resources, e-books, and journals, accessible through IP-enabled access campus-wide connectivity, serves as a valuable storehouse of information. Online courses such as SWAYAM, NPTEL, and Swayam explore further enrich students' learning opportunities.

College places significant emphasis on personality development, life skills, and upskilling training to enhance students' career prospects. Role plays, guided group discussions, and student seminars keep students informed about the latest developments in their respective fields of study, ultimately leading to improved learning outcomes.

To facilitate effective learning, students are equipped with problem-solving and brainstorming techniques, while case studies related to their fields of study enable them to apply their knowledge effectively. Faculty members discuss practical case studies that have appeared in question papers, benefiting the entire student cohort. Open book tests help students grasp concepts more effectively.

College invests in faculty development programs, enhancing the capabilities of educators, which in turn benefit students significantly. By leveraging ICT tools, the college ensures seamless storage and retrieval of information, serving various purposes efficiently.

Recognizing the importance of practical subjects, faculty is provided with interactive boards and writing pads to deliver effective practical sessions.

College uses the Optra Login system to provide students with access to their marks and attendance records. During challenging times of the pandemic, the college effectively utilized various online tools and resources, such as YouTube, Google Drive/OneDrive, educational websites, and online assessment tools, to facilitate the sharing of educational materials and elevate the teaching and learning process. This approach allowed students convenient access to a wealth of resources, encouraged collaboration, and fostered active engagement.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 90.21

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	34	33	25	16

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 14.73

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	3	4	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college has established a robust mechanism, including proctorship, to ensure that the process of continuous assessment is transparent and efficient. The examination reforms are constantly evolving, and the examination committee, along with the proctor, implements these reforms on a continuous basis, enabling faculty and students to understand the evaluation process. This has significantly contributed towards academic excellence and overall performance of students.

The college follows the guidelines set by Bangalore University with two major components: Internal Assessment and Semester Examination. The details of tests and exams are provided to students in the beginning of the year through the calendar of events. The Internal Test, Preparatory Exam, and Semester Exam are systematically conducted by the examination committee, with the proctor ensuring fairness and adherence to the rules and regulations.

As per the guidelines of the affiliating university, Internal Assessment is based on students'-attendance, assignment-submission, and performance in Internal and Preparatory exams. It also includes non-formal-assessments based on students'-individual-performance in group-work and class-involvement. The Internal Test and Preparatory Exam are conducted with strict vigilance and monitored through CCTV, along with the proctor's-supervision, to familiarize students with the system. The University exam is also conducted strictly following the protocols in the presence of sit-in-squad.

The evaluation process is carried out in a transparent manner and the answer scripts being evaluated by respective teachers within the designated timeline, and the marks uploaded to the portal. The answer scripts are shown to students, and detailed discussions on the question papers are held in class for the benefit of all. The consolidated marks and attendance are displayed on the notice board and SMS containing details of marks and attendance are sent to parents. Any discrepancies found are brought to the notice of the class teacher, coordinator, proctor, and necessary actions are taken. The students are provided with an exclusive mail ID in case they feel the internal marks awarded is not justified, which is further addressed by the Principal.

Students are required to sign the Internal Assessment marks at the end of the semester before it is uploaded to the University portal. Revaluation is permitted for regular students and necessary guidance is provided in this regard. Absentees with genuine reasons are given an opportunity to re-write the test/exam.

If a student has a grievance related to marks card, name, initial, register number or exam fee, it is recorded in the available format and the necessary actions are taken by the proctor. Students of BBA and BCA are also assigned projects as part of the academic curriculum, and teachers guide their respective students in completing the projects.

As a result, the college ensures transparency in the evaluation process, with the proctor playing a crucial role in maintaining fairness and integrity. The implemented reforms, along with the proctorship, have created a positive impact among the students. The efficient and well-organized examination committee, along with the proctor's supervision, plays a crucial role in maintaining transparency and integrity in the

examination process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

"The Institution adheres to the principles of Outcome-Based Education, where Course Outcomes (COs) are defined for all programs as suggested by the affiliating University (NEP Scheme) and designed by faculty as per CBCS scheme. Faculty members utilize Bloom's Taxonomy to articulate these outcomes and integrate them into the evaluation process. Program Outcomes (POs) are also set by the affiliating University, while individual course faculty map the COs, in their daily lesson plan subject to review by the respective Department Heads (HODs).

To ensure effective communication of the outcomes to various stakeholders, the following approaches are employed:

1. **Orientation Day:** During the orientation program "AARAMBH" at the beginning of the first year, students and parents are made aware of and provided with an explanation of COs and POs.
2. **Availability of COs and POs:** Copies of Course Outcomes and Program Outcomes are maintained in the respective departments, Library, Principal's Office, and Administrative Office for easy reference.
3. **Institutional Website:** The College website www.suranacollegepeenya.edu.in displays the Course,

Program, and Program Specific Outcomes, making them readily accessible to stakeholders.

In addition to adhering to OBE principles and employing various approaches to communicate outcomes to stakeholders, the Institution takes several other initiatives to ensure the quality and effectiveness of its educational programs:

1. **Faculty Improvement programs:** Regular workshops, seminars, and training sessions are organized to keep them updated on the latest teaching methodologies, assessment techniques, and curriculum development. This helps faculty members align their teaching practices with the defined Course Outcomes and ensures a dynamic and engaging learning environment for the students.
2. **Student Feedback Mechanism:** Student feedback is collected periodically, and it is carefully reviewed by the faculty and administration to identify areas of improvement. This feedback loop aids in refining the Course Outcomes and ensuring they align with the students' needs and expectations.
3. **Curriculum Enrichment:** The Institution collaborates with subject matter experts and industry professionals to periodically review the Course Outcomes and Program Outcomes. These experts provide valuable insights and suggestions, regarding certificate program that helps the Institution maintain its academic standards and relevance.
4. **Outcome Assessment and Improvement:** The Institution conducts regular assessments of the COs and POs to measure their effectiveness. Faculty members use a variety of assessment tools, including tests, projects, presentations, and practical exercises, to evaluate students' achievement of the desired outcomes. The results of these assessments are analyzed, and any shortcomings are addressed through curriculum modifications and faculty development initiatives.
5. **Alumni Engagement:** The Institution maintains strong ties with its alumni, who play an essential role in providing insights into the effectiveness of the educational programs. Alumni are often invited to share their experiences and offer guidance to current students.

By implementing these initiatives, the Institution demonstrates its commitment to providing a holistic and relevant education to its students, fostering their overall growth and preparing them to meet the challenges of the ever-changing world.

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The Internal Quality Assurance Cell is instrumental in driving quality improvement initiatives across various departments. University subject experts, Board of Studies members, and faculties collaborate to

enhance syllabi. Experts are invited as guests to interact with students and teachers, sharing their experiences on how particular courses have influenced their careers. These interactions offer valuable insights into POs for students and enable faculty to receive feedback, leading to improvements and the introduction of add-on or certificate courses for new batches.

The POs and COs is conducted through direct and indirect means. Direct assessment relies on students' performance in university exams and preparatory exams, while a robust mechanism analyzes data on student performance and learning outcomes to identify barriers to learning and plan improvements. Indirect assessment is carried out by faculty after each unit test, assignment, or presentation to determine if intended course objectives are met.

The evaluation of PO-CO attainment involves measuring the levels of student learning achievement. To achieve this, institution adopts the use of POs and COs, employing two mapping methods: Direct Method and Indirect Method. The establishment of a CO-PO matrix is vital for Outcome-Based Education (OBE) as it illustrates the relationship between courses and the programs they are part of. Each course has specific COs describing the knowledge and abilities students should acquire by the course's end. These COs are categorized into three levels based on student performance compared to the class average: Level-1 (less than 40% of students score above average), Level-2 (50% to 60% score above average), and Level-3 (more than 60% score above average). Similarly, target levels are set for PO attainment, aiming for a minimum Level-3 (Good) performance of graduates.

To assess CO attainment, both internal and external examinations are used. The average attainment levels are calculated based on the number of students scoring above the class average. External examination scores are multiplied by a scale factor of 0.7, and internal examination scores by a scale factor of 0.3, reflecting the respective weightages. PO attainment is evaluated using the Direct Method, which involves calculating the average score of COs for all courses and multiplying it by a scale factor of 0.7, and the Indirect Method, which considers average scores from surveys and feedback and multiplies them by a scale factor of 0.3, both based on the PO scale.

The attainment levels for COs and POs are calculated using MS Excel spreadsheets and shared with department heads. In case any course's outcome is not adequately attained, remedial actions are taken, such as implementing assignments, tutorials, and remedial coaching by the respective department heads. Institution holds staff meetings to discuss improvement areas and address gaps in attainment levels, defining strategies to overcome challenges.

In summary, the IQAC is a crucial driver of quality improvement efforts across departments. By adopting the CO-PO matrix and employing mapping methods, the institution maintains a clear focus on OBE. Regular evaluations, remedial actions, and staff meetings further contribute to the institution's commitment to continuous improvement and excellence in education.

File Description	Document
Upload Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 82.84**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
121	107	23	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	132	28	0	0

File Description	Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 184.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.50	44.00	50.00	45.00	30.00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Surana College nurtures culture of research and innovation among its faculty and students, creating environment that encourages creative thinking, particularly in addressing societal needs. College has taken several initiatives to establish robust research and innovation environment, including recruiting and developing highly qualified faculty through a rigorous selection process. Faculty members are motivated to enhance their teaching, research, and administrative skills, while also engaging in social services. Performance is evaluated annually to support their career growth.

College places great importance on the professional development of its faculty, encouraging them to participate in conferences, seminars, and workshops. They receive provisions for leaves and necessary financial support to facilitate their engagement in these activities. Teaching staff are encouraged to pursue PhD programs, and the college has a well-defined research promotion policy in place. The campus hosts a Research Fair where the outcomes of extensive research efforts, such as State of the Art Waste Management Techniques, Innovation in Teaching using Laptops, Soap Manufacturing, and

Deployment of Radio in Campus, are successfully implemented.

In order to establish cutting-edge research infrastructure, college provides seed funding for specific research programs. Internationally renowned experts are invited to facilitate research, bringing valuable global perspectives to the college's research endeavors. In collaboration with professional bodies like CMA and ACCA, the college offers job-oriented courses that equip students with practical skills. Furthermore, Management Development Programs are organized for industry professionals and the college fosters strong relationships between the institute and industry for consultancy purposes. Placement training is also provided to enhance student's employability, while an alumni network strengthens industry-institute linkages.

To foster entrepreneurial activities among students and support innovative solutions to societal problems, College has established an Innovation and Entrepreneurship Development Cell. These cells provide students with the necessary resources and support to turn their ideas into successful start-ups. Additionally, they conduct awareness programs on investment opportunities and provide guidance to faculty and students on intellectual property rights, including patents, copyrights, trademarks and geographical indicators. Emphasis is placed on filing substantial patents in due course. The college also promotes entrepreneurship through programs, internships, industry visits, and creative art contests. The Industry-Institute Partnership Cell facilitates interaction with industries and corporates, while Commerce Club enables students to showcase and sell products created through the 'earn while learn' program (Eat Mart). The college's interdisciplinary research approach, along with its focus on collaboration and innovation, sets it apart.

Surana College organizes national and international seminars, webinars, and conferences to further promote research and innovation among faculty and students. These events provide platforms for presenting research findings, exchanging ideas with experts from diverse fields, and staying updated with the latest developments in respective domains. College aims to create a vibrant research and innovation ecosystem, fostering collaboration and knowledge dissemination among academia, industry and other stakeholders.

College has also established an Intellectual Property Rights cell to raise awareness about intellectual property rights. College actively seeks collaborations with industries, research organizations, and academic institutions to facilitate the exchange of ideas, expertise, and technologies, fostering knowledge and technology transfer.

File Description	Document
Upload Additional information	View Document

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

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	16	10	4	5

File Description	Document
Upload supporting document	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.06

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	8	9

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.06**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	7	0	6	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The college is dedicated to imparting character and value-based education that goes beyond academics. Through extension activities, such as NCC, NSS, YRC, Rotaract, Student Council, and departmental initiatives, students and faculty actively engage with the community and participate in various campaigns and programs.

The college promotes an institution-neighborhood-community network and student engagement by adopting villages and sensitizes students on social issues like cleanliness, healthcare in rural areas, road safety, voting, personal health, global warming, AIDS awareness, blood donation, care for the elderly and orphans, women's harassment, gender sensitization, communal harmony, waste management, awareness about privileges of the underprivileged, corruption, sensitivity towards armed forces, drug abuse, cashless transactions, farmers' issues, and more.

The college conducts orientation programs for students and faculty on these issues, and students actively participate in extension activities in the neighborhood. They have planted saplings at the Bangalore University campus, created awareness on the usage of cloth bags instead of plastic, organized webinars

on water conservation, rainwater harvesting, and sewage treatment, collected funds to educate girl children, conducted free health and dental check-up camps for women working in garment industries, organized on-site COVID-19 vaccination drives for students and the public, distributed masks, provided free ration kits during lockdown, organized awareness programs on personal hygiene and sanitation at local schools, distributed sanitary napkins to girl children, donated textbooks and stationery to schools, organized sports competitions for primary school kids, and initiated ongoing projects like "Fist Full of Rice" to provide provisions to the underprivileged.

The college has over 30 committees that provide guidance to students for engagement in these programs, which have a significant impact on their leadership qualities, discipline, time management, coordination, and understanding of community problems. These activities promote a balanced development of students' personalities and make them socially conscious individuals who are actively involved in the task of nation-building. The NSS (National Service Scheme) and NCC (National Cadet Corps) collaborate with various departments and clubs to foster personality development, self-discovery, leadership, teamwork, problem-solving, civic responsibility, democratic attitude, and capacity to meet emergencies. These initiatives are seamlessly integrated into the curriculum and serve as extended opportunities for students to contribute to society positively.

Furthermore, the college actively collaborates with local NGOs, government agencies, and other stakeholders to address social issues and contribute to community development. The college's efforts in promoting community engagement, social awareness, and holistic development have been recognized and appreciated by various organizations and stakeholders. The college has received numerous awards and accolades for its outstanding contributions to society, and its students have gone on to become responsible citizens, leaders, and change-makers in their respective fields.

In conclusion, the college's commitment to character and value-based education, combined with its emphasis on community engagement and holistic development, has created a nurturing environment that prepares students to become socially conscious and responsible individuals. Through its relentless efforts in promoting community development and inclusive education, the college continues to make a positive difference in the lives of its students and the communities they serve.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Surana College emphasizes the all-round development of students through high-quality education, and actively engages with the community through various extension activities involving students and faculty. These institutional efforts have been recognized and appreciated by various Government and non-government organizations, as evidenced by the following awards and certificates of appreciation:

"Outstanding Institution" award from Gold Star Awards organized by South Indian Education Excellence and Leadership in 2018. The award was presented by the Founder of World CSR Day and World Sustainability, along with a group of excellence partners, during the Silver Jubilee Celebration.

"Indian Affairs Most Promising and Emerging Educational Institution" award in recognition of outstanding achievements at the 11th Annual India Leadership Conclave and Indian Affairs Business Leadership Awards 2020.

Recognition and award from The Rotary Citations for the Rotaract Club of Surana College, Peenya in 2020-21, for their significant contributions in helping people at large.

Recognition by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, and Ministry of Education, Government of India, as a member of the "Beat Covid Camping Initiative" in 2020-2022. The college constituted five student volunteer teams for various activities related to hospital management, non-hospital management, support to Covid-affected families, medical supplies, and psycho-social support to Covid patients and their families during the pandemic.

Recognition by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, and Ministry of Education, Government of India, as a "Social Entrepreneurship Swachhata and Rural Engagement Cell" (SE/REC) institution in 2020. The college framed an action plan and constituted ten working groups for improving facilities in the campus and community/adopted villages, including areas such as sanitation and hygiene, waste management, water management, energy conservation, greenery, and post-Covid-19 initiatives, with the aim of inculcating social responsibility, cleanliness, and care for the environment and resources among faculty, students, and the community.

"Gold Recognition Award" by Rotaract International District 3190, in recognition of the spectacular efforts by Rotaract Club of Surana College, Peenya, in serving deprived communities during the first and second quarters of 2021-2022.

Certificates of appreciation from various organizations such as Rotary Club of Bangalore Sheshadripuram, Rotaract Club of Bangalore, Bangalore Medical Service Trust, Indian Red Cross, Narayana Hrudayalaya, and the corporator of Peenya, Mr. Velu Nayakar, for organizing blood donation camps, raising awareness about rabies, and providing voluntary services during emergencies.

Certificate of appreciation from BBMP (Bruhat Bengaluru Mahanagara Palike) for the year 2019-2020, in recognition of providing student volunteers who worked as COVID warriors and rendered extensive COVID care services.

These awards and certificates highlight Surana College's commitment to holistic development, community engagement, social responsibility, and exemplary service to the society, and serve as recognition for their outstanding efforts in these areas. Surana College: Recognized for all-round student

development, community engagement, and social responsibility through awards from Gold Star, India Leadership Conclave, Rotary, Mahatma Gandhi Council, BBMP, and more. Exemplary service to society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 45

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
30	8	2	5	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 36

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Surana College is dedicated to providing students with comprehensive facilities and opportunities that support their academic, physical, and cultural growth. The college's infrastructure is designed to cater to the diverse needs of various departments, with well-furnished 24 classrooms, 2 Seminar Halls and 8 laboratories for Commerce & Management, Computer Application, Science, Humanities, and Languages. This ensures a conducive environment for effective teaching and learning.

To enhance the academic experience, Surana College offers two seminar halls that serve as venues for academic events and presentations. These halls are equipped with audiovisual aids, promoting collaboration, knowledge sharing, and intellectual discussions among students and faculty members. Additionally, the college's eight well-equipped laboratories facilitate hands-on learning experiences across different subjects, enabling students to gain practical skills and experience in their respective fields.

Recognizing the importance of access to knowledge, Surana College houses a well-stocked library that provides students with a wide range of books and learning materials. Students can utilize this resource to enhance their knowledge, conduct research, and delve deeper into their areas of interest. Moreover, the college offers various software applications that are crucial for practical training and skill development in disciplines such as TALLY, MS OFFICE, JAVA, TURBO C+++, MY SQL Database, Ubuntu, and Oracle. These software tools empower students to stay updated with industry practices and enhance their technological proficiency.

Surana College places great emphasis on supporting the physical and recreational needs of its students. The college offers a variety of indoor and outdoor games, ensuring students have ample opportunities to engage in physical activities. Indoor games such as table tennis, carrom, and chess provide avenues for friendly competitions and strategic thinking. Outdoor games like badminton, volleyball, basketball, throwball, cricket, and floorball foster teamwork, physical fitness, and sportsmanship among students.

Moreover, Surana College recognizes the importance of mental and physical well-being and conducts yoga sessions for interested students. These sessions offer students a platform to practice yoga asanas, breathing exercises, and meditation techniques, promoting relaxation, concentration, and overall wellness. By integrating yoga into its offerings, the college encourages students to prioritize self-care and maintain a healthy lifestyle.

In addition to academic and physical activities, Surana College places a strong emphasis on cultural

development.

The college actively participates in intercollege competitions, sending students to other institutions to showcase their talents in music, dance, drama, and other performing arts. This provides students with opportunities to explore their creative potential, gain exposure to different cultural perspectives, and foster their artistic abilities. The college also conducts its own cultural activities, including festivals, events, and competitions, creating a vibrant and inclusive cultural environment within the campus.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response:

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Name of the ILMS software : Easylib

Nature of automation (Fully of partially)	:	Partially
Version	:	6.4A cloud
Year of Automation	:	2018

Vision

To provide an environment which facilitates the learning beyond classroom through transference of knowledge by continuously ameliorating the learning settings and acclimatizing the innovative technological advancements.

Mission

1. To foster an environment that envisage and enhances intellectual acumen.
2. To install mechanisms that supports the best utility of library resources by the user community.
3. To facilitate and provide the needed, timely information to the library users.
4. To make library one of the best preferred choices for research community.

College library has ample learning resources that align with institution's vision and mission objectives, supporting teaching, research, and extension programs.

It serves as a knowledge hub with modern infrastructure and houses a vast collection of books, journals, magazines, newspapers, and e-resources for the benefit of staff and students. Besides textbooks, the library has reference books, Braille books and materials, journals, dictionaries, encyclopaedias, and yearbooks.

Library also provides access to numerous e-journals and e-books through NLIST/INFLIBNET. Its homepage offers interactive search options, announcements, links to partner libraries, featured books, and library timings.

Library automation has improved utilization and made the issue/return process seamless with the barcode system. Library generates various reports that aid monitoring and inspections, contributing significantly to the management of the physical library, institutional repository, personal digital library, visitor in/out, feedback, and student communication. Innovative features such as speed cataloguing, vendor login, custom reports, custom statistics, SMS and email gateway further enhance the library's functionality.

Library occupies carpet area of 253 sq.m and is managed by qualified librarian and assistant, responsible for maintenance and optimal utilization. Library committee and faculties recommend books that meet users' requirements.

Library has an open-access system and is automated with Easylib-6.4A Cloud software, adopting the DDC system for classification and providing cataloguing services on OPAC. It can accommodate 85 users at a time and presently has 8211 books, 2 journals, 3 magazines, and 5 newspapers. In addition, numerous e-books and e-journals are accessible through NLIST/INFLIBNET.

Library is equipped with computer systems, Wi-Fi connectivity, and reprographic facilities, ensuring a user-friendly experience for differentially abled persons. It also maintains previous question papers. Library also provides a mobile remote access for students and staff to be updated with due date and other transactions on their mobile phones.

Library membership registration towards N-List is facilitated at a cost of Rs.3,51,400/- to provide students and staff access to e-journals and e-books.

Library incurs annual expenditure on book purchases, including

Rs.1,72,366/- towards 676 books for the academic year 2017-18,

Rs.4,26,240/- towards 2127 books for the academic year 2018-19, Rs.2,51,353/- towards 1356 books for the academic year 2019-20, Rs.2,58,508/- towards 1353 books for the academic year 2020-21, and Rs.1,62,415/- towards 766 books for the academic year 2021-22.

Library usage during 2021-22 was recorded at 20 per day by teachers and students, and eight orientation programs on library usage have been organized in the last five academic years.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The 20th century is the age of information and communication technology. ICT spreads its network in every sector of life. Education is not out of it. Our Institution is totally technology enabled. Use of ICT has provided our students & faculty members with more opportunities in adapting learning, teaching & managing individual needs. Teaching-learning process transitioned smoothly from being offline to online and/or online to offline as the need arise during and post pandemics. College officially adopted Microsoft Teams as a platform for delivery of online sessions, for which training sessions were held for teachers and students.

All departments and classrooms are ICT enabled with laptops & projectors and white boards. The teachers provide teaching using ICT - PPT, educational videos, and other learning materials. Every department maintains sufficient digital content for repetitive use by students and faculties like teaching module PPTs, case studies, project reports, paper publications, etc.

Board room is equipped with plug and play facility with mounted Projector to provide an enriching experience during Meetings and seminars.

Auditorium has an OHP and display screen to facilitate students & staff during guest lectures, workshops, educational fests, and student forum activities.

Language laboratory has a dedicated space for language learning where students access audio or audio-visual materials. College provides computer labs with enough laptops and desktops connected with LAN using fast ethernet and internet connection. Computer laboratories are provided with highly configured systems with genuine Windows 10 operating systems. They are secured with licensed K7 anti-Virus software and firewall facility to block unnecessary content, monitor and track student activities. The machines and programs are continuously upgraded to ensure market relevance of acquired skills.

Digital library of the college - having free and open access to e-books, e-journals, and magazines. Library is spacious with Wi-Fi connectivity and is under surveillance of CCTV Cameras.

College administrative office has highly configured systems with scanners and printers' facility. The office is well connected with internet & Wi-Fi and Biometric system to monitor the movement of all staff. College provides individual email-id to students, faculty, and staff. College has been provided Email-Id based google classroom, google drive, and google meet services to impart education. College has been equipped with high-speed servers to provide administrative services, online attendance, and assignment services.

Staff and students have 24*7 access to the internet & Wi-Fi connections. The complete campus has been made WI-FI enabled. Following are the details of the Internet service provided:

Broad band Name	Start date	Bandwidth speed	Status of Connection
Tikona fibernet	16-04-2018	20mbps	Disconnected in December 2022
Act Fibernet	08-03-2019	500mbps	Presently Available
BSNL fibernet	15-11-2022	300mbps 3 plans	Present Available

To provide security to the students and staff, campus has a network of CCTV cameras connected to internal servers. College has its institutional official website designed for every academic support to the students. Website not only highlights the achievements of the college in the academic arena, but it also enables the students to have easy access to various information and necessary links.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 6.33

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 69

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response:

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

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 38.11

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
201	115	93	107	16

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 92.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
437	419	329	84	29

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 19.52

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	7	0	0

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
121	107	23	0	0

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

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

Response: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	1	40	10	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 19.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	3	39	19	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

“The Alumni Association of Surana college”, founded in 2020 and officially registered in 2022, provides a platform for former students of Surana College to connect with each other and with their alma mater, contributing to social utility of institution.

Association fosters meaningful interactions between alumni and current students, with a dedicated team that supports their network and assists with career opportunities and networking events. Guided by core values of Integrity, Innovation, and continuous Improvement,

“The Alumni Association of Surana college” views alumni as ambassadors who spread the word about the college and provide valuable suggestions for improvement. Association plans its Annual Alumni Meet at the beginning of academic year, organizing sporting and cultural events for alumni to actively participate in.

At the Annual Alumni Meet, President, Secretary and other members of Alumni Association are elected by the members of Core Council for that academic year who take initiative in planning the Homecoming ceremony.

The registration process for “The Alumni Association of Surana College” is a formal and essential step that ensures the association's legal recognition and establishes its legitimacy. The process typically involves several steps to fulfil requirements of registering a formal entity.

First step in the registration process is the establishment of association's founding members, who come together with common goal of forming an alumni association for Surana College. These founding members may include alumni of the college who are enthusiastic about creating a formal organization to facilitate alumni engagement and support the institution.

Once founding members are identified, the next step is to draft and adopt the association's bylaws. Bylaws are the governing rules and regulations that outline the purpose, structure, and functioning of the association. These bylaws are crucial as they serve as the guiding framework for the association's activities and operations.

After the bylaws are finalized, the association needs to select a name and obtain necessary documentation, such as a constitution or a memorandum of association, which clearly defines the association's objectives and principles. These documents typically need to be prepared and submitted as part of the registration process.

Upon successful completion of the registration process, the association becomes an officially recognized entity, and “The Alumni Association of Surana College can commence its activities as a legitimate organization.

As on today, The Alumni Association of Surana College has 434 registered alumni members and an opening balance of Rs. 4,34,000/-. The association's executive members include Dr. Ramya Balasubramanyam - President, Dr. Ramkali Sharma - Vice President, Ms. Vaishnavi C S - Vice President, Mr. Uday T - Secretary, and Mr. Surakshith S – Treasurer and fifteen board members. The association has conducted five activities, including three alumni talks and two meetings.

Alumni students contribute non-financially to their institutions in various ways, including mentorship, guest speaking, career guidance, and volunteering. These contributions are invaluable to the growth and success of the institutions and help foster a strong alumni network. The membership fee for The Alumni Association of Surana College is Rs. 1000/-, and the account number is 923010016323619.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

The general direction and operation of a Surana Peenya institution are significantly shaped by institutional governance and leadership. A cohesive and mission-driven environment is produced when the institution's governance and leadership are in line with its vision and mission. Here is a detailed response emphasizing the value of institutional leadership and governance in line with the vision and goal. The set of rules, frameworks, and procedures that govern an institution are referred to as its institutional governance. Making decisions that are optimal for the institution, its stakeholders, and its long-term goals is ensured by effective governance. It offers a structure for openness, responsibility, and strategic choice. On the other hand, leadership is in charge of establishing the mission and vision of accountability, strategic decision-making, and transparency. Effective leaders encourage and motivate members of the organization to work together to achieve shared goals and objectives. They foster an environment that values excellence, innovation, and constant development. Several good consequences can be seen when institutional governance and leadership are in line with the vision and goal.

Implementing the NEP. The National Education Policy (NEP), according to Surana Institutions, lays out a country's course for reforming its educational system. The suggested modifications and reforms can be successfully implemented by institutions with strong governance and leadership in accordance with the NEP. They can modify their curricula, instructional practices, and assessment tactics to be in line with the goals of the NEP, giving students an education that is more comprehensive and pertinent. Students were offered a variety of OEC papers to choose from while choosing an open elective. Institutional growth that is steady. The institution's long-term growth and development are ensured through effective governance and leadership. They foster an atmosphere that is favorable to innovation, academic excellence, and research through strategic planning, budget allocation, and performance monitoring.

Decentralized decision-making in a well-run institution allows different departments and units to make decisions that are in line with Decentralization encourages faculty and staff members' creativity, variety, and sense of ownership, resulting in a more welcoming and cooperative institutional culture. Institutional governance participation.

All stakeholders, including academics, staff, students, and alumni, are encouraged to actively participate in the governance process via a solid governance structure. The Perspective Plan is comprehensive, realistic, and in line with the institution's basic values and mission thanks to effective governance and leadership. It offers a plan for institutional expansion, resource distribution, and ongoing development.

In conclusion, a good and purposeful atmosphere is created when institutional governance and leadership are in line with the institution's vision and mission. It makes it possible to execute the NEP in an efficient manner, maintain institutional growth, decentralize decision-making, actively participate in governance, and create an extensive Institutional Perspective Plan.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The organizational structure of the college encompasses various functions such as Administration, Academics, Examination, and Human Resources, with a well-defined hierarchy comprising the Board of Management, Governing Council, Principal, IQAC Director, Criteria-Incharges, Departments, Committees, Faculties, and Stakeholders. The Board of Management oversees the overall functioning of the college in terms of quality parameters through the Governing Council, while the Principal, as the head of the institution, implements decisions and ensures smooth operations. The IQAC focuses on improving the academic and administrative performance of the college, and Criteria-Incharges monitor the functioning of college activities based on seven criteria. Various committees, consisting of both faculty and students, are constituted to cater to learning, teaching, administration, cultural, sports, and overall development, meeting periodically and collaboratively planning for various activities. The heads of departments coordinate academic programmes within their respective departments.

The college takes pride in its diverse student population hailing from different states and social backgrounds, serving as a hub for intellectual exploration with a unique teaching style that encourages healthy competition among students and academics. The college's green campus and thoughtfully designed student life provide an environment that facilitates personal and professional growth through an extensive array of educational programs and distinctive clubs for student development activities. Additionally, the college conducts various extension activities to help students understand community issues and develop a sense of civic responsibility.

Since its inception, the college has implemented a strategic plan to fulfill its vision and mission, with perspective plans discussed and implemented through the IQAC in the Governing Council meetings. The perspective plan of the college includes introducing multidisciplinary undergraduate programs and courses, increasing stakeholders' visibility domestically and globally, promoting research and experimentation, encouraging diversity in student admissions and faculty hiring, focusing on top-notch research by faculty members, establishing laboratories for academic and student exchange, setting policies, budget allocation, and infrastructure development through regular meetings, implementing CO, PO, PSO to promote quality education with skill-based courses, and striving towards autonomous university status.

The college ensures that all policies and conditions are clearly stated in the Administrative and Service Manual of the Institution, and faculty and staff are made aware of the manual, service conditions, roles and responsibilities, increments, leaves, code of conduct, incentives for attending Faculty Development Programs (FDP) and achieving academic excellence, and others. Recruitment criteria such as

qualification, teaching experience, and age limits are prescribed by the Government, UGC, or AICTE, and vacancies for various posts are advertised in newspapers and websites, with selection done by a selection committee. Promotion is based on performance and at the discretion of the management.

Continuous improvement, benchmarking, and attainment are the guiding principles of the college, driving its pursuit of academic and research excellence, as it strives to provide a nurturing and inclusive educational environment for its students and faculty alike.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Surana College has implemented a robust and comprehensive performance appraisal system that aims to evaluate and assess the professional growth, engagement, and impact of its faculty and staff members. This appraisal system serves as a valuable tool for recognizing and acknowledging the various accomplishments and contributions made by individuals within the institution.

One of the key aspects that performance appraisal system at Surana College focuses on recognition of individuals' qualifications, their commitment to teaching and certifications acquired by faculty, which demonstrates their dedication to enhance their knowledge and skills in their respective fields.

Furthermore, performance appraisal system places a strong emphasis on innovative teaching methods and integration of technology in learning process. Mentorship and alumni involvement are also highly regarded within the performance appraisal system. Involvement in alumni activities helps foster strong connections with former students, nurturing a sense of community and facilitating professional networks.

In addition to teaching and academic contributions, performance appraisal system recognizes the administrative contributions made by faculty members. It also acknowledges faculty and staff members' involvement in research activities, such as publications, consultancy work, and extension activities. Timely syllabus completion is another key aspect considered by the appraisal system.

Quality assurance is a paramount focus of performance appraisal system. Their involvement in institutional quality assurance processes, such as participating in the Institutional Quality Assurance Cell which aims to continuously monitor and enhance quality of education at Surana College.

Recognizing the importance of employee satisfaction and well-being, Surana College offers a range of welfare measures and benefits to its staff members. This includes the provision of a Provident Fund scheme, annual increments based on the appraisal process, leave entitlements in accordance with the norms set by Bangalore University, mediclaim policy, Ph.D allowance, conveyance, Research Recognition award, free health check-up and gratuity for employees who have completed a minimum of five years of service. Staff members also have access to various amenities such as parking facilities, internet access, and a well-equipped canteen.

The college actively supports the professional development of its faculty and staff members by providing financial assistance for attending conferences, seminars, Faculty Development Programs (FDPs), seed fund towards research and other relevant events at the national and international levels. Additionally, the On Official Duty (OOD) facility allows faculty members to fulfill their professional commitments without affecting their regular duties. Surana College encourages faculty members to motivate students to achieve university ranks and excel academically.

The institution also recognizes and celebrates the achievements of its faculty and staff members. Special events and activities are organized, where the management expresses appreciation for their contributions and presents awards, mementos, and valuable gifts. Faculty members are also rewarded with cash prizes for their research publications, completion of higher studies, and receipt of prestigious awards.

Surana College values the autonomy of its faculty members, providing them with the flexibility and freedom to enhance the performance of students. This autonomy allows faculty members to explore innovative teaching methodologies and tailor their approaches to meet the specific needs of their students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 86.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	29	22	20	14

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 45.88

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	29	19	17	18

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	14	13	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Surana College maintains complete transparency in its financial matters, with a computerized financial management system in place to monitor, mobilize, and deploy financial resources. The day-to-day financial transactions are handled by the accounts department. At the beginning of each year, the Principal, along with the accounts department, estimates the college's fund requirements and submits a comprehensive budget proposal to the Governing Council for approval on a priority basis. In case of additional requirements beyond the budget proposal, special sanctions are obtained from the management. The utilization of financial resources is evaluated at the end of the year, and the accounts are subjected to both external and internal audits in accordance with government guidelines.

The college arranges for internal and external audits through an effective and structured mechanism by internal and statutory auditors, respectively. The internal audit is conducted by the Accounting and Auditing Committee, which has an established mechanism and is carried out twice a year - first in March to obtain budgets and approvals, and second in September to review the utilization of budgets and ratification of new items not included in the budget. Qualified external auditors are appointed for the internal audit. They examine records, statements, reports, and suggest plausible measures for enhanced operational excellence. The primary objective of internal audit is to monitor financial reports with supporting invoices and budgets. Various documents such as trust deed and regulations, vouchers,

receipts and payments statements, daily receipts, daily payments, cash book, bank book, bank reconciliation statements, and other financial statements are verified. Stock levels, salary payment details, statutory payments, and debit and credit note balances are also checked to ensure compliance with regulatory requirements. Internal audit helps in improving internal control and identifying and rectifying any flaws before external auditors review the financial statements.

The external audit is carried out at the end of the financial year and is conducted in an exhaustive manner. The college has appointed TD JAIN AND DISAKARIA, CHARTERED ACCOUNTANTS as external auditors. The process involves checking of vouchers and bills, receipts and books of accounts, bank reconciliation statements, and any other irregularities to successfully meet the requirements of the audit program. It also examines procedures, policies, regulations, and vouching of receipts by JV, payments, PO, salary payment, TDS, Income Tax, EPF, ESI, Professional tax, Gratuity, property titles, approvals, and fee payments to regulatory bodies. Observations are recorded and discussed with the accounts staff/Principal, and clarifications are obtained. Audited financial statements are then made available, certifying income and expenditures, and balance sheet. The college regularly files income tax returns and carries out audits in accordance with government guidelines. As of now, there are no major findings, and minor errors pointed out by the audit team are rectified immediately with precautionary measures taken to avoid recurrence. Through these audits, the college ensures transparency and good governance.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Our well-established Internal Quality Assurance Cell (IQAC) plays a pivotal role in upholding the institution's vision, mission, and quality policy by actively contributing to various quality initiatives, maintenance, enhancement, and sustenance of quality education. IQAC convenes at regular intervals, engaging in discussions on pertinent issues and making informed decisions, which are implemented after obtaining approval from the management.

At the beginning of each academic year, IQAC's plan of action is incorporated into the institutional calendar of events to strengthen both academic and non-academic aspects of the institution. Collaborative initiatives between academia and industry are encouraged, benefiting both students and educators at higher education institutions. This cross-border collaboration between the college and industry equips graduates with the skills to generate new ideas and chart well-thought-out professional pathways.

IQAC, along with Curriculum Enrichment Committee and Placement Assistance Cell, focuses on forging

synergistic partnerships with businesses through Memoranda of Understanding. Internships, industrial trips, and projects provide students with hands-on learning opportunities, while companies stand to gain from the research conducted by students.

To enhance educational quality, IQAC ensures that every faculty member creates a well-planned Program Execution Report that encompasses student-centered and participatory learning, mapping of POs and COs, ICT-enabled teaching and learning, blended learning, strategies to address needs of advanced and slow learners, and assessment formats.

Soliciting critical feedback from students in alignment with learning objectives and seeking assistance from teachers and staff is a common practice of IQAC. The evaluation of inputs follows norms set by NAAC and University Grants Commission.

IQAC spearheads the annual Internal Academic Audit process by constituting an Internal Academic Audit Committee comprising of IQAC and departmental heads. Review process comprises 54 criteria, including effective communication with parents about student progress, timely completion of curriculum, performance on internal assessments, and maintenance of attendance records, program execution reports, marks registers, project reports, student seminar reports, proctor books, remedial courses, life skill classes, and extracurricular activities, which are periodically verified.

IQAC, along with departments and faculties, meticulously plans and prepares each program, ensuring effective and timely execution in line with plan of action. The committee also monitors progress and identifies areas for improvement, ensuring accurate dissemination of information to employees, students, and departments.

IQAC places a strong emphasis on adoption of new technologies to enhance student-centric learning and provides adequate facilities such as LCD projectors in classrooms, high-speed internet and Wi-Fi connectivity, availability of well-equipped labs with relevant software, and Language Lab. Institution also employs extensive experiential learning methods such as model making, presentations, exhibitions, workshops, live demonstrations, industrial visits, and panel discussions with experts in the Life Science domain, which are conducted regularly.

Institution has comprehensive plans in place to address identified academic needs and is committed to providing a high-quality teaching and learning environment. In addition to regular academic programs, institution offers certificate programs for skill development, vocational training programs to enhance students' employability, pre-placement training, and opportunities for developing communication skills, co-curricular and extracurricular activities, all of which contribute to holistic personality development of students.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Empowering Through Gender Equity: Our Inclusive Journey

Over the past five years, our Institution has made significant strides in promoting gender equity and fostering a culture of inclusivity on campus. Through a comprehensive Gender Audit and proactive measures, we have created a safe and empowering environment for all individuals, irrespective of their gender identity. Our commitment to gender equity permeates every aspect of academic and co-curricular activities, ensuring that every member of our community feels respected, valued, and supported.

Curricular Sensitization: Recognizing the pivotal role of education in shaping attitudes and perceptions, we have incorporated gender sensitivity into curricular framework. Faculty members actively engage in training and workshops on gender-sensitive teaching methodologies, ensuring classroom interactions are inclusive and free from stereotypes. These initiatives not only provide students with a comprehensive understanding of gender-related challenges but also empower them to become agents of change and advocates for gender equity.

Co-curricular Activities: To foster culture of inclusivity outside classroom, co-curricular activities are designed to celebrate diversity and promote gender equity. We encourage and support, establishment of student-led gender equity clubs and organizations, providing platforms for open dialogue and awareness-raising campaigns. These initiatives have proven instrumental in breaking down barriers and challenging gender stereotypes.

Facilities for Women on Campus: We prioritize safe and comfortable spaces for all community members. Robust safety measures - well-lit pathways and CCTV surveillance, ensure everyone's safety. We organize workshops on women's health and hygiene, providing tailored medical facilities and support services for female students. We offer career support, mentorship programs and skill development workshops, to fulfil academic dreams including married women and those with break in education.

Inclusivity and Transgender Admission: Our commitment to inclusivity extends to welcoming individuals from all gender identities, including transgender students, faculty, and staff. We actively encourage transgender applicants to seek admission and recruit individuals who enrich our community. We have developed admission application that are inclusive and sensitive to the needs of transgender applicants. Our admission process ensures that all transgender students are treated with respect, dignity, and fairness. We provide a supportive environment for transgender applicants to disclose their gender identity if they wish to do so, without fear of discrimination.

Celebrating Diversity: Our Institution actively participates in LGBTQ+ awareness events and Pride celebrations. These events serve as platforms for highlighting the contributions of transgender individuals and fostering a sense of pride in their identities.

Conclusion: Reflecting on the past five years, we take immense pride in our progress towards gender equity and inclusivity. Through our Gender Audit and dedicated efforts, we have fostered an inclusive environment empowering all individuals to reach their full potential. As an Institution committed to fostering gender equity and inclusivity. We firmly believe that diversity enriches the learning experience and contributes to a more vibrant and compassionate community. We remain steadfast in our commitment to continuous improvement, evolving our initiatives for a more equitable and just future. Together, united in our journey towards gender equality and social progress, we celebrate the strength of our diversity.

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

As Chief Justice of India Bobde eloquently stated, "India is a melting pot of diverse cultures and traditions." Similarly, Surana College strongly embraces the belief in celebrating unity in diversity. Remarkably, the institution has fostered an environment of harmony and tranquillity, devoid of any conflicts, despite the rich tapestry of cultures among its students and faculty.

The institution proudly upholds its ideology of providing a second home-like atmosphere to its members, fostering both professional growth and a sense of community. Festive celebrations, such as "Bonfire" which draws inspiration from Western culture for New Year's celebrations, and "Suggi Habba" which embodies rural Indian ways of welcoming the first festival of the year and revering Mother Nature, are emblematic of the institution's commitment to honouring diverse traditions. Regional festivals like Ugadi, Onam, Vishu, and Holi are celebrated with equal enthusiasm, paying homage to the rich regional diversities.

Surana College also places great importance on linguistic inclusivity, encouraging the operation of various literature clubs that promote the heritage of different languages and their essence. Celebrations of events like Kannada Rajyotsava and Hindi Divas are organized by these clubs, providing students with opportunities to showcase their proficiency in their native tongues while fostering respect for the cultural roots of their fellow peers.

Surana College hosts an annual event called "MIRAKI," which serves as a vibrant hub for diverse cultural and literary events. Intra and inter-collegiate events are organized to provide students with a platform to interact with individuals from diverse cultural backgrounds, promoting inclusivity and understanding.

In line with its commitment to socio-economic upliftment, Surana College has NCC, NSS, and Red Cross wings that actively engage in various activities that have brought about significant positive changes in society. The institution also collaborates with the Rotaract club, a proactive non-profit organization, to conduct numerous flagship projects, including the "Fistful of Rice" initiative, where everyone in the college donates at least a fistful of rice to be collected and distributed to those in need, a

source of immense pride for the institution.

Furthermore, Surana College places a strong emphasis on teaching its students and staff about their constitutional and social responsibilities as citizens of India, nurturing their overall growth and development. This is achieved through various active clubs, such as the Free Speech Club that promotes basic rights and debates on national and international issues, voter awareness campaigns, awareness programs on the Union Budget, environmental responsibility, right against exploitation, and women empowerment. Curricular efforts are also made to impart constitutional knowledge, and students and faculty volunteer to teach underprivileged children in remote areas. Campaigns to protect and improve the natural environment and preserve historical heritage, as well as commemorations of Constitution Day to honor the morals that inspired India's national struggle for freedom, are also organized by Surana College.

In essence, Surana College is a beacon of unity in diversity, promoting inclusivity, cultural understanding, social responsibility, and overall development among its students and staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

7.3 Institutional Distinctiveness

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

Response:

"Empowering Nanjangud: Surana College, Peenya campus's Exceptional Community Service And Lasting Dedication"

Introduction: Exemplary Community Service often refers to individuals or groups that go above and beyond in serving their communities, demonstrating hard work and unwavering dedication to improving the lives of others. Surana College, Peenya, a prestigious educational institution, has made Exemplary Community Service (ECS) an integral part of its mission. Setting itself apart from other institutions, Surana College- has chosen to adopt and serve villages in Nanjangud taluk, showcasing a profound

commitment to making a positive impact beyond academic pursuits. This report delves into Surana College, Peenya's outstanding community service, focusing on its remarkable efforts in developing and sustaining villages in Nanjangud taluk. The activities were conducted through K.Ramesh, the Coordinator through whom the liaison of activities were carried out.

The Adoption of Nanjangud Taluk: Surana College, Peenya's decision to adopt Nanjangud Taluk exemplifies its dedication to making a meaningful difference in the community. The adoption process involved in-depth research to understand the village's unique needs and challenges. Villages in Nanjangud taluk had long been neglected by state governments, NGOs, and individual initiatives, leading to severe challenges in the community's well-being and development. However, Surana College, Peenya forged strong connections with local authorities and community leaders, ensuring a collaborative and comprehensive approach to development. By implementing numerous activities, including initiatives to improve the lives of marginalised, Surana College, Peenya addressed the needs and aspirations of the villagers.

1. Initiatives and Projects: Surana College, Peenya's exceptional community service is evident in its diverse range of initiatives and projects aimed at uplifting villages in Nanjangud taluk. These initiatives encompass various aspects of community development and community engagement such as education, healthcare, environmental conservation, and financial assistance.

a) Education: Recognizing the importance of education for societal progress, Surana College, Peenya established a learning centre in villages in Nanjangud taluk. This centre provided quality education to children who previously had limited access to educational opportunities. The institution introduced innovative teaching methods, provided essential resources, and organized skill development programs to empower the youth and enhance their future prospects. Additionally, Surana College, Peenya supported the education of physically challenged students, guiding them through their SSLC exams and helping them pursue further studies in their chosen fields. The institution also educated villagers about new loans and pension schemes, ensuring they stay informed about available opportunities.

b) Healthcare: Surana College, Peenya addressed the inadequate healthcare facilities in villages of Nanjangud taluk through regular health camps, offering free medical check-ups, consultations, and basic medications to the villagers. The institution collaborated with healthcare professionals to conduct awareness campaigns on sanitation, hygiene, and preventive healthcare practices. Special health camps and Covid vaccination drives were organized for physically challenged individuals, ensuring their well-being and accessibility to necessary medical services.

c) Environmental Conservation: Surana College, Peenya emphasized the importance of environmental sustainability through eco-conscious initiatives. Activities like tree plantation drives and waste management promotions were organized, and the villagers were educated about the significance of conserving natural resources.

d) Financial Assistance: Surana College, Peenya supported the villagers in availing of various government schemes of various forms. The institution assisted in applying for schemes, such as PHP for visually challenged people, IF loans from banks, free bus passes, and facilities for visually challenged individuals, and Job cards for physically challenged individuals. Additionally, Surana College, Peenya ensured timely disbursement of funds from government schemes, benefiting the elderly and physically challenged.

2. Sustained Maintenance and Long-Term Impact: Surana College, Peenya's community service goes beyond mere project implementation, focusing on sustained maintenance and long-term impact. Recognizing that genuine development requires continuous support and involvement, the institution has adopted various strategies.

a) Monitoring and Evaluation: Surana College, Peenya established a dedicated team to monitor the progress and impact of initiatives in village in Nanjangud taluk. Regular assessments ensure that projects remain effective and responsive to the evolving needs of the community.

b) Capacity Building: To ensure sustainable development, Surana College, Peenya organized workshops and training programs for villagers, equipping them with skills and knowledge to become self-reliant and actively participate in their community's growth.

c) Collaboration and Partnerships: Surana College, Peenya leveraged its network of collaborators and partners, including NGOs, SHGs, government bodies, and corporate organizations, to create a support system for villages in Nanjangud taluk. This collaborative approach pooled resources, expertise, and funding for the village's sustainable development.

d) Empowerment and Ownership: Surana College, Peenya prioritized empowering the villagers, involving them in decision-making processes, and fostering a sense of pride and responsibility. This approach ensured the sustainability of initiatives even beyond the institution's direct involvement.

Conclusion: Surana College, Peenya exemplifies its commitment to social responsibility through its remarkable community service, particularly in adopting and sustaining villages in Nanjangud taluk. The institution's wide range of initiatives, sustained efforts, and focus on long-term impact have transformed the lives of villagers, forging a strong bond between Surana College, Peenya and the community. This outstanding example of community service sets an inspiring benchmark for other institutions, demonstrating the transformative power of education and dedicated efforts in creating positive change. By serving as an active agent of change, Surana College, Peenya has not only improved the lives of the villagers but also showcased the vital role institutions can play in society's development and well-being.

Also, Surana College, Peenya's exemplary community service in villages of Nanjangud taluk will greatly contribute to shaping students into responsible and compassionate citizens. By actively engaging in initiatives like education and healthcare, students from the college will learn the value of giving back to society. They will understand the importance of empathy and inclusivity through supporting physically challenged students. Additionally, participating in environmental conservation will instil a sense of environmental responsibility. By witnessing the positive impact of their efforts on the community, Surana College, Peenya Campus students will develop a strong commitment to social service, fostering their growth as empathetic and proactive citizens dedicated to creating a better society.

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

5. CONCLUSION

Additional Information :

Surana College stands as a thriving and aspiring institution in the field of education, with a strong commitment to providing quality education since its inception. The college has taken significant steps to ensure excellence through various initiatives and collaborations:

1. Quality Education: Right from its establishment, the IQAC of Surana College has been dedicated to delivering high-quality education to its students, ensuring their overall academic and personal growth.

2. Industrial Collaborations: The college has fostered strong ties with industries, creating opportunities for students to gain practical exposure and experience the real-world application of their knowledge.

3. Multiple MOUs: Surana College has secured more than 30 Memorandums of Understanding (MOUs) with reputed organizations, enhancing the scope of research, internships, and industry-oriented projects.

4. Institutional Collaborations: The college has established fruitful partnerships with other institutions, leading to exchange programs, joint ventures, and collaborative research projects, broadening the horizons of knowledge and innovation.

5. Vibrant Wings of NSS, NCC, YRC, Rotaract: Surana College has well-established and active wings of National Service Scheme (NSS), National Cadet Corps (NCC), Youth Red Cross (YRC), and Rotaract, encouraging students to participate in social and community services actively.

6. Distinguished Community Services: The college is known for its significant contributions to society, actively engaging in various community service initiatives, and making a positive impact on the lives of underprivileged communities.

7. Instilling Social Responsibility: Surana College takes pride in instilling a strong sense of social responsibility among its students, encouraging them to use their education and skills to uplift the underprivileged sections of society.

8. Gender Inclusivity: The college promotes and practices gender inclusivity, creating an inclusive and empowering environment for all students, irrespective of gender, to pursue their aspirations.

With its unwavering dedication to providing quality education, fostering industry connections, promoting community service, and ensuring gender inclusivity, Surana College emerges as an exemplary educational institution, preparing its students not only for successful careers but also for being responsible and compassionate citizens of the world.

Concluding Remarks :

The journey of a learner becomes fruitful through an integrated pathway that fosters growth in all aspects of

life. The institution's ultimate objective is to equip students for life, nurturing their ability to contribute positively to society. Beyond just imparting education and training, the campus culture emphasizes instilling a research and development mindset, along with a focus on self-awareness, character building, fostering a harmonious human-nature relationship, developing tolerance, global responsibility, and compassion.

The study centres of prominent figures like Swami Vivekananda, Gandhiji, Ambedkar, and Buddha deeply instil a value system that prioritizes long-term societal needs. Additionally, the communal harmony members of cultural committee actively promotes international peace Week, seeking to foster understanding and cooperation among people of all faiths, irrespective of their beliefs.

The institution adopts a stakeholder approach, emphasizing a bottom-up perspective that values the input of all participants within the eco-system. Both staff and students are empowered to actively engage in activities and decision-making processes through various channels, including the Student Council, Magazine committee, various Clubs and Forum Convenors, IQAC participation, and other roles held by staff members. Moreover, additional stakeholders, such as parents, alumni, local representatives, employers, and industry, contribute significantly to the institution's development.

In this holistic process, the well-being of both staff and students takes precedence, which is demonstrated through the organization of health camps, counselling services, yoga and meditation sessions, medical doctor services.

The mentoring system further strengthens the bond between mentors and mentees, achieved through one-on-one, group, and distance mentoring (especially during the COVID-19 pandemic). These mentorship sessions involve productive dialogues focused on actionable and measurable goals, fostering a sense of brain-gain for all involved.

Interaction with renowned personalities during guest lectures and conferences have sparked a profound commitment towards fellow beings and society at large.

Ultimately, the institution's vision is to contribute to making the world a better place by nurturing reflective intelligence and fostering a high-value quotient among its citizens.