



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

SURANA COLLEGE

- Name of the Head of the institution **Ramya R**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **08023370056**
- Mobile No: **9886820741**
- Registered e-mail **principal@suranacollegepeenya.edu.in**
- Alternate e-mail **principal@suranacollegepeenya.edu.in**
- Address **167, 5th Main Rd, behind Foremen Training Institute, near ESI Hospital, Industrial Suburb 2nd Stage, Yesvanpur Surburb, Peenya, Bengaluru, Karnataka 560022**
- City/Town **BENGALURU URBAN**
- State/UT **Karnataka**
- Pin Code **560022**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Bengaluru University**
- Name of the IQAC Coordinator **Ajay. R**
- Phone No. **08023370057**
- Alternate phone No. **08023370056**
- Mobile **9945217021**
- IQAC e-mail address **ajay.r@suranacollegepeenya.edu.in**
- Alternate e-mail address **Iqac@suranacollegepeenya.edu.in**

3.Website address (Web link of the AQAR (Previous Academic Year)

[Not Applicable](#)

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/Academic-Calendar-2023-2024.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.09	2023	23/12/2023	22/12/2028

6.Date of Establishment of IQAC

28/06/2017

7.Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **7**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Enhancing Administrative Proficiency through MDP: The Management Development Program (MDP) has been instrumental in augmenting the competencies of administrative staff, equipping them with advanced management skills and leadership acumen to meet the dynamic challenges of modern institutional administration. 2. Promoting Environmental Stewardship: Sensitization of Support Staff for Waste Segregation: IQAC has initiated targeted sensitization sessions for the housekeeping staff, emphasizing the critical importance of waste segregation, thereby fostering a culture of sustainability and environmental responsibility within the campus. 3. Fostering Academic Collaboration via Faculty Exchange Programmes: The Faculty Exchange Programme has facilitated cross-institutional collaboration, providing faculty members with the opportunity to engage with diverse pedagogical practices, thereby enriching their teaching repertoire and contributing to academic innovation. 4. Optimizing Digital Learning: Effective Utilization of LMS: Through strategic training initiatives, IQAC has ensured the optimal utilization of the Learning Management System (LMS), enabling faculty and students to maximize the benefits of digital learning platforms for enhanced instructional delivery and academic tracking. 5. Advancing Pedagogical Excellence: QIP for Strategic Education Plan (SEP) Implementation: The Quality Improvement Program (QIP) has

been pivotal in preparing faculty members to effectively implement the Strategic Education Plan (SEP), thus aligning educational methodologies with institutional goals and fostering continuous improvement in academic standards. These initiatives reflect the IQAC's commitment to fostering institutional excellence, sustainability, and academic innovation, thereby ensuring the holistic development of both administrative and academic sectors of the institution.

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

Plan of Action	Achievements/Outcomes
Enhancing Administrative Proficiency through MDP	The Management Development Program (MDP) has been instrumental in augmenting the competencies of administrative staff, equipping them with advanced management skills and leadership acumen to meet the dynamic challenges of modern institutional administration.
Promoting Environmental Stewardship: Sensitization of Support Staff for Waste Segregation	IQAC has initiated targeted sensitization sessions for the housekeeping staff, emphasizing the critical importance of waste segregation, thereby fostering a culture of sustainability and environmental responsibility within the campus.
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13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Council	20/05/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Ramya R
• Designation	Principal
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/Academic-Calendar-2023-2024.pdf				
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<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Governing Council	20/05/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	16/03/2024
15. Multidisciplinary / interdisciplinary	
<p>The National Education Policy (NEP) 2020 champions a multidisciplinary and interdisciplinary educational model, aiming to cultivate versatile, innovative individuals with strong critical thinking and problem-solving abilities. By breaking down traditional academic silos, NEP promotes an integrated, holistic learning approach, enabling students to explore diverse fields and develop a wide array of competencies. Implementation of Multidisciplinary and Interdisciplinary Education: 1. Flexible Curriculum Design: NEP advocates for flexible curricula, allowing students to choose courses from multiple disciplines. This promotes intellectual breadth by enabling students to pursue majors in one domain while exploring electives across other</p>	

fields, enriching their overall educational experience. 2. Multiple Entry and Exit Options: A cornerstone of NEP is the Academic Bank of Credits (ABC), which supports multiple entry and exit points in degree programs. This system allows students to chart personalized academic paths, encouraging lifelong learning and seamless transitions between disciplines. 3. Cross-Disciplinary Collaboration: NEP fosters the creation of multidisciplinary institutions and emphasizes collaboration between departments, encouraging interdisciplinary research and experiential learning. This cross-disciplinary integration equips students to address complex, real-world challenges that require a convergence of expertise from various fields. 4. Skill Enhancement and Industry Alignment: Integrating disciplines ensures education is aligned with evolving industry demands. Merging fields such as technology with the arts or management with sciences enables students to develop 21st-century skills, increasing their adaptability in the global job market. Significance: - Holistic Development: Multidisciplinary education fosters well-rounded development, enhancing creativity and innovation. - Adaptability: Exposure to diverse disciplines cultivates flexibility and broadens perspectives, key attributes for navigating today's dynamic global environment. - Enhanced Critical Thinking: Interdisciplinary learning encourages deeper analytical skills by engaging students to approach issues from varied perspectives. In summary, NEP's focus on multidisciplinary and interdisciplinary education is pivotal for shaping adaptable, forward-thinking graduates capable of driving societal and economic progress.

16. Academic bank of credits (ABC):

The institute has secured registration under the Academic Bank of Credits (ABC), enabling students to benefit from flexible entry and exit points within their academic programs. This initiative aligns with the institute's broader mission to collaborate with similar institutions, enhance the internationalization of education, establish joint degrees with Indian and foreign universities, and facilitate seamless credit transfers. To support this vision, the institute has implemented several key initiatives: 1. Curriculum Mapping: The curriculum has been meticulously mapped to align with ABC's prescribed learning outcomes and competencies, ensuring that the courses meet credit requirements and are readily transferable across institutions. 2. Credit Transfer Policy: A detailed credit transfer policy has been established, outlining the procedures and criteria for credit recognition, in strict accordance with ABC standards. This

ensures clarity and consistency in the transfer process. 3. Articulation Agreements: The institute is actively negotiating articulation agreements with universities and colleges to streamline credit transfer and recognition, thereby enhancing academic mobility for students. 4. Documentation and Records: A comprehensive infrastructure has been developed to maintain thorough records of student achievements, including course syllabi, transcripts, and assessments. This documentation serves as formal evidence for the credits earned and ensures smooth credit transfer. 5. Quality Assurance: A robust quality assurance framework has been instituted, featuring regular curriculum reviews, assessments of learning outcomes, and oversight of teaching methodologies to uphold academic rigor and standardization. 6. Student Support Services: Dedicated support services provide academic advising and guidance to students, assisting them in navigating the credit transfer process and ensuring they meet the necessary requirements. 7. Awareness and Communication: The institute has undertaken proactive efforts to raise awareness among students, faculty, and staff about the ABC system and credit transfer benefits. Clear communication channels have been established to address inquiries and disseminate information. Moreover, students are now required to register on DigiLocker and update their ABC ID via the student portal to streamline the credit transfer process and integrate seamlessly with the ABC framework.

17.Skill development:

The National Education Policy (NEP) 2020 places a profound emphasis on skill development as a cornerstone for shaping a future-ready workforce. The policy recognizes that academic knowledge alone is insufficient to prepare students for the rapidly evolving job market. As a result, NEP integrates skills training into all levels of education to ensure students are not only academically proficient but also practically adept and industry-ready. Key Elements of Skill Development under NEP: 1. Vocational Education at the Core: NEP mandates the integration of vocational education from the school level onwards, ensuring that students develop trade-specific skills alongside their academic pursuits. This alignment with industry needs facilitates students' entry into the workforce with practical skills in fields such as healthcare, manufacturing, technology, and the arts, enhancing employability. 2. Curriculum Overhaul for Real-World Relevance: The policy calls for a revamped curriculum that emphasizes applied learning. Students are encouraged to engage in internships, apprenticeships, and project-based learning,

providing real-world exposure that bridges the gap between theory and practice. This approach ensures that students can seamlessly transition from educational settings to professional environments, equipped with the hands-on experience required by employers.

3. Multiple Pathways for Skill Acquisition: NEP's introduction of multiple entry and exit points within degree programs encourages students to pursue skills-based education at their own pace, allowing them to enter the workforce at various stages of their academic journey. The Academic Bank of Credits (ABC) system further supports this by enabling the accumulation and transfer of credits from vocational and academic courses, creating a more flexible and personalized learning pathway.

4. Focus on Emerging Technologies: NEP underscores the importance of digital literacy and proficiency in emerging technologies. By incorporating fields such as artificial intelligence (AI), machine learning, data analytics, and cybersecurity into curricula, NEP ensures that students are not only well-versed in traditional disciplines but also possess cutting-edge skills that are vital in the technology-driven economy.

5. Lifelong Learning and Reskilling: The policy champions lifelong learning by encouraging continuous skill development. NEP facilitates access to online courses, MOOCs, and industry-specific training through platforms like NPTEL and NSDC, allowing students and professionals to upskill throughout their careers, ensuring they remain competitive in the global job market. In essence, NEP's robust focus on skill development ensures that students are equipped with marketable, future-proof skills. This comprehensive approach not only enhances employability but also empowers students to become active contributors to society and the economy, equipped with the practical expertise necessary to excel in a dynamic world.

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

To preserve, promote, and contemporize traditional wisdom while fostering cultural identity, the institution has strategically integrated the Indian knowledge system into its academic framework. These efforts aim to cultivate an appreciation of indigenous knowledge among students and faculty. Key initiatives include:

a. Curriculum Development: The curriculum has been restructured to incorporate modules focused on the Indian knowledge system, including subjects like Yoga and traditional arts and crafts. This holistic approach offers students a comprehensive understanding of India's rich intellectual and cultural heritage.

b. Guest Lectures and Workshops: Renowned

experts and practitioners from various traditional disciplines are regularly invited to deliver guest lectures and conduct workshops, enriching the student experience. These sessions provide firsthand exposure to indigenous wisdom, traditional practices, and cultural heritage, deepening students' engagement with the Indian knowledge system.

c. Cultural Events and Celebrations: The institution hosts numerous cultural events and celebrations, such as traditional music and dance performances, art exhibitions, and festivals. These events create platforms to showcase and celebrate India's indigenous knowledge, fostering a deeper appreciation for the country's cultural legacy.

d. Faculty Development: Faculty members undergo specialized training programs on the Indian knowledge system, equipping them with the expertise needed to integrate traditional knowledge into their teaching. Participation in workshops, seminars, and conferences enables them to incorporate pedagogical approaches that reflect the essence of the Indian knowledge system.

Looking ahead, the institution plans to establish collaborations with indigenous communities and practitioners, facilitating knowledge exchange programs, joint research, and community engagement initiatives. These partnerships will further enrich the integration of the Indian knowledge system into the academic environment.

In terms of skill development, the institution follows best practices such as aligning the curriculum with industry demands, offering practical learning opportunities, skill-oriented electives, and conducting skill assessments with feedback. Partnerships with industries enhance students' job market readiness by providing hands-on experience and bridging the gap between education and professional requirements. Through these measures, the institution ensures that students benefit from both the preservation of India's cultural heritage and the acquisition of skills needed for the modern workforce.

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

The institute places a strong emphasis on Outcome-Based Education (OBE), focusing on achieving clearly defined learning outcomes while reducing reliance on traditional teaching methods. This approach ensures that students gain the necessary knowledge, skills, and competencies to succeed in their fields. Key practices include:

a. Clear Definition of Learning Outcomes: Faculty meticulously define measurable learning outcomes for each course and program, adhering to SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria. These outcomes reflect the precise knowledge and competencies students are expected to acquire.

b. Curriculum and Assessment Alignment: The

curriculum is strategically aligned with the desired learning outcomes. Faculty develop assessments that directly evaluate the achievement of these outcomes, ensuring that instructional activities lead to measurable student success. c. Constructive Alignment: Faculty implement constructive alignment, crafting teaching strategies and assessments that actively promote the achievement of the defined outcomes, enhancing student engagement and comprehension. d. Active Student Engagement: The institute adopts learner-centered approaches such as problem-based learning, case studies, group projects, and discussions to foster active student involvement and apply theoretical knowledge in real-world scenarios. e. Timely and Constructive Feedback: Regular, specific, and actionable feedback is provided to students to track their progress toward the learning outcomes. This enables continuous improvement and self-reflection. f. Collaborative Learning: The institute promotes teamwork and collaboration through group projects and problem-solving activities, helping students develop essential communication and teamwork skills across disciplines. g. Continuous Improvement and Evaluation: The Internal Quality Assurance Cell (IQAC) conducts ongoing evaluations of the effectiveness of teaching methods and assessments. By collecting and analyzing student performance data, feedback, and program outcomes, the IQAC drives continuous enhancements in educational delivery. h. Stakeholder Engagement: The institute engages key stakeholders, including employers, industry experts, alumni, and accrediting bodies, to ensure the relevance of learning outcomes. Their feedback informs curriculum design and assessment methods, aligning education with industry needs. By integrating these practices, the institute cultivates a learner-centric environment focused on achieving defined learning outcomes, preparing students for excellence in their respective fields.

20.Distance education/online education:

The institute has embraced ****blended learning**** as a dynamic approach to address the diverse educational needs of its students, combining traditional classroom instruction with online learning to create a flexible and engaging learning environment. This model strategically integrates virtual and in-person interactions to offer a more holistic and interactive educational experience. A core element of blended learning lies in achieving an optimal balance between online and offline activities. Faculty members meticulously design courses that leverage digital platforms for independent study, research, and exploration, while reserving in-person sessions for interactive discussions,

practical exercises, and assessments. This thoughtful integration enhances student engagement and fosters a personalized learning experience. To facilitate effective blended learning, the institute utilizes a range of online platforms, including **discussion forums** for collaborative learning, **real-time communication tools** for interactive dialogue, **video conferencing** for virtual lectures and workshops, and **online portals** for seamless assignment submissions and evaluations. Faculty members adeptly blend theoretical content with practical applications, employing virtual labs, video demonstrations, and case studies. When possible, students are offered hands-on experiences through **internships**, **practical workshops**, and **on-the-job training**, in partnership with industry organizations. This ensures students can directly apply their knowledge to real-world contexts, enriching their understanding and skills. The institute places great importance on providing comprehensive **student support services** within the online environment. Academic advising, counseling, technical support, and access to extensive learning resources are readily available to students. Furthermore, students are encouraged to enroll in programs such as **National Programme on Technology Enhanced Learning (NPTEL)**, **National Skill Development Corporation (NSDC)** courses, and **Massive Open Online Courses (MOOCs)** to supplement their academic growth. Through the careful implementation of these practices, the institute has cultivated a cohesive, enriching learning environment that seamlessly integrates the flexibility of online education with the invaluable benefits of face-to-face interaction. As technology evolves, the institute remains committed to delivering an adaptive, high-quality educational experience that equips students with the skills and knowledge necessary for career success.

Extended Profile

1.Programme

1.1 432

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

File Description	Documents
Data Template	View File

2.Student

2.1

518

Number of students during the year

File Description	Documents
Data Template	View File

2.2

200

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

File Description	Documents
Data Template	View File

2.3

109

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1

32

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2

32

Number of Sanctioned posts during the year

Extended Profile

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1.1 432

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

File Description	Documents
Data Template	View File

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2.1 518

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Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 32

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2	32
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	26
Total number of Classrooms and Seminar halls	
4.2	204.58
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	135
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures effective curriculum delivery through a well-structured and documented approach. The academic calendar is meticulously planned, outlining teaching schedules, assessments, and extracurricular activities. Faculty members prepare detailed course plans and lesson notes aligned with the syllabus, ensuring clarity in learning outcomes. Regular orientation programs and workshops equip teachers with innovative pedagogical tools, promoting student-centered learning.

The use of Learning Management Systems (LMS) aids in seamless delivery, enabling resource sharing, online lectures, and continuous evaluation. Classrooms are equipped with ICT tools to enhance interactive teaching. The institution emphasizes continuous internal assessments, supported by assignments, quizzes, and group projects to monitor student progress.

Faculty members engage in peer reviews and feedback mechanisms to ensure consistency and improvement in teaching quality. Bridge courses and remedial classes are conducted to support slow learners, while advanced learners are encouraged with challenging assignments and projects. Regular audits, both internal and external, ensure adherence to curriculum plans.

The institution maintains close coordination with stakeholders, conducting regular meetings with students, faculty, and industry experts to align teaching practices with evolving academic and professional demands.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.1.1-Curriculum-Planning.pdf

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

The institution strictly adheres to the academic calendar, ensuring smooth conduct of all academic activities, including Continuous Internal Evaluation (CIE). At the beginning of each academic year, a well-defined calendar is prepared, outlining timelines for classes, assessments, co-curricular activities, and holidays. This calendar is communicated to students and faculty to ensure clarity and accountability.

CIE is conducted systematically, with multiple assessments spread across the semester, including tests, assignments, presentations, quizzes, and group projects. The schedule for internal assessments is pre-planned and mentioned in the academic calendar to help students manage their preparation effectively. Faculty members monitor student progress through these evaluations and provide timely feedback to facilitate continuous improvement.

Periodic meetings are held to review the adherence to the calendar, and any unforeseen disruptions are addressed with contingency plans, such as rescheduled classes or assessments. The institution ensures transparency in CIE by displaying internal marks to students and offering scope for re-evaluation

if needed.

The structured adherence to the academic calendar fosters discipline and ensures timely completion of the syllabus, helping students stay on track while maintaining the integrity of academic standards.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.1.2-University-Institutional-Academic-Calendar.pdf

1.1.3 - Teachers of the Institution

A. All of the above

participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

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

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

7

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

61

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

61

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The institution recognizes the importance of integrating cross-cutting issues such as Professional Ethics, Gender, Human

Values, Environment, and Sustainability into the curriculum to foster a well-rounded education. This integration is designed to prepare students for the complex societal and professional challenges they will face.

Professional Ethics are emphasized through dedicated courses and embedded modules within various disciplines, ensuring that students understand the ethical standards and practices relevant to their fields. Gender issues are addressed through discussions, case studies, and projects that promote gender equality and awareness, encouraging students to appreciate diversity and inclusion.

Human Values are instilled through courses and activities that promote empathy, respect, and social responsibility. The curriculum encourages students to reflect on their values and develop a strong moral compass.

Environmental education is integrated across subjects to raise awareness about sustainability and environmental stewardship. Students engage in projects and initiatives that promote sustainable practices and highlight the importance of preserving natural resources.

By embedding these cross-cutting issues into the curriculum, the institution ensures that students develop a holistic understanding of the interconnectedness of ethical, social, and environmental considerations, equipping them to be responsible and conscientious professionals and citizens.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

8

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

430

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

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

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

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

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.4.2-Stakeholders-Feedback-Analysis-Report.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

400

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

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

161

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

We assess the learning levels of our students and organize special programs to support both advanced and slow learners, ensuring holistic development for all. Based on continuous evaluation and academic performance, students are identified and provided with tailored programs that cater to their individual needs.

For slow learners, remedial classes are conducted to offer additional guidance and support in challenging subjects. Activities like preparing PowerPoint presentations help these students enhance their understanding and build confidence.

Additionally, they are encouraged to participate in guest lectures and industrial visits, providing them with practical exposure and insights beyond the classroom.

For advanced learners, along with the same opportunities such as guest lectures and industrial visits, we offer further engagement through student presentations in conferences and regular classes. These learners are also encouraged to take up internships and projects, allowing them to apply their knowledge in real-world scenarios.

All students are motivated to enroll in NPTEL programs, which provide access to quality online courses from premier institutions. By offering a comprehensive set of learning experiences, we ensure that both slow and advanced learners are given opportunities and resources to excel at their own pace.

File Description	Documents
Link for additional Information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.2.1-List-of-Advanced-Learners-and-Slow-Learners-Participated-and-Special-Programmes-Organised.pdf
Upload any additional information	View File

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

Number of Students	Number of Teachers
518	32

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The college is deeply committed to experiential and participatory learning, integrating these methods into their educational and assessment practices. Assignments, question papers, and practical exposure, especially through the Business Lab, help students apply theoretical knowledge to real-world situations. In addition, students benefit from guest lectures, industrial tours, workshops, webinars, internships, and various club activities, allowing them to interact with industry professionals and gain diverse insights. Renowned experts are regularly invited to speak, offering valuable knowledge to students.

Collaborative learning is promoted through problem-solving sessions and group discussions, fostering an interactive environment. The college's digital library, rich with e-resources, e-books, and journals, accessible across the campus via IP-enabled connections, offers a wealth of knowledge. Online platforms such as SWAYAM and NPTEL further enrich the students' learning experience by offering additional courses.

The college also equips students with essential problem-solving

and brainstorming techniques. Case studies related to their areas of study enable them to apply theoretical knowledge effectively, and the use of past question papers helps students prepare for examinations. Open book tests are regularly conducted, assisting students in grasping core concepts more efficiently.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.3.1-Student-Centric-Methods.pdf

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

Surana College has established a strong foundation for integrating Information and Communication Technology (ICT) into the teaching-learning process, ensuring holistic student development. First-year students are introduced to faculty, resources, and campus activities through a comprehensive orientation program. ICT tools, including projectors and campus-wide Wi-Fi, are seamlessly incorporated into classroom sessions, with both wired and wireless LAN connections available. The high-speed internet provided through fiber-optic cables ensures smooth online access for both students and faculty.

Teachers effectively utilize ICT tools such as diagrams, graphs, numerical data, and models to create interactive and engaging learning experiences. To support practical subjects, the college provides faculty with interactive boards and writing pads, enhancing the delivery of lessons. Faculty development programs ensure that teachers remain updated with the latest technological advancements, benefiting student learning outcomes.

The Optra Login system allows students to easily access their academic records, further streamlining administrative functions. Overall, the college's integration of ICT tools enriches the teaching-learning environment, promoting effective knowledge dissemination and engagement.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.3.2-ICT-Enabled-Tools-for-Effective-Teaching-and-Learning-in-the-College.pdf

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

2.3.3.1 - Number of mentors

29

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

2.4 - Teacher Profile and Quality

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

32

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

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

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

12

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

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

2.4.3.1 - Total experience of full-time teachers

3

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

2.5 - Evaluation Process and Reforms

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

The mechanism of internal assessment is designed to be transparent and robust, ensuring fairness and consistency in evaluating student performance. It typically consists of continuous evaluations through multiple modes, such as periodic tests, assignments, presentations, projects, and class participation. This multi-dimensional approach allows for a comprehensive assessment of students' understanding, skills, and engagement with the course material.

Internal assessments are conducted at regular intervals, with clear schedules provided at the beginning of the semester. Students are informed about the weightage of each component, ensuring transparency. Feedback is given promptly, allowing students to understand their strengths and areas for improvement.

The robust nature of the system lies in its inclusiveness and frequency, ensuring that performance is evaluated over time rather than relying on a single examination. The diverse modes of assessment cater to different learning styles and capabilities, providing a balanced view of students' academic progress. Additionally, a formal review mechanism is often in place, where students can raise concerns regarding their scores, further enhancing the fairness of the process. Overall, this transparent and frequent internal assessment system ensures a comprehensive evaluation of students' academic abilities.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.5.1-Dates-of-Conduct-of-Internal-Assessment-External-Examinations-for-All-Programmes.pdf

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

The mechanism to handle internal examination-related grievances in academic institutions is designed to be transparent, time-bound, and efficient, ensuring that students' concerns are addressed fairly and promptly.

Transparency is maintained through clear guidelines that outline the grievance redressal process, allowing students to understand the steps involved and the criteria used to resolve issues. These guidelines are usually communicated via official circulars. Students are encouraged to raise their concerns with relevant authorities, such as faculty members, examination coordinators, or grievance committees.

The process is time-bound to avoid unnecessary delays. Institutions often set specific deadlines for each stage of the grievance procedure, including submission of complaints, investigation, and resolution. This ensures that grievances are addressed within a reasonable period, typically within 7 to 14 Working days, depending on the complexity of the issue.

Efficiency is achieved by delegating grievance handling to

trained personnel or committees, ensuring that investigations are thorough and decisions are made based on merit. Many institutions also utilize online portals for faster submission and tracking of grievances, allowing for a seamless and effective process.

This structured approach upholds the integrity of the examination system and fosters trust among students and faculty.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.5.2-Internal-Assessment-Examination-Grievances-Handling-Mechanism.pdf

2.6 - Student Performance and Learning Outcomes

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

The Institution adheres to the principles of Outcome-Based Education, where Course Outcomes 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 evaluation process. 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 HODs.

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

1. **Orientation Day:** During 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 COs and POs 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.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.1-Communication-of-POs-COs-and-PEOs-to-Students-Faculties.pdf
Upload COs for all courses (exemplars from Glossary)	View File

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

IQAC plays a crucial role in driving quality improvement initiatives across various departments. By collaborating with subject experts, BOS members and faculties, IQAC ensures that syllabi are enhanced to meet industry standards. Guest experts are invited to share their experiences, providing valuable insights into POs for students and feedback for faculty, leading to improvements and new courses.

POs and COs are assessed through direct and indirect means, including student performance, data analysis, and faculty evaluation. 2 mapping methods - Direct and Indirect employed to establish CO-PO matrix, essential for OBE. COs are categorized into three levels based on student performance, and target levels are set for PO attainment.

To ensure continuous improvement in education, IQAC regularly evaluates attainment levels using internal and external examinations. If inadequate attainment is observed, remedial actions are taken, such as:

- Conducting remedial classes.
- Providing one-on-one sessions with faculty for

personalized support.

- Assigning additional assignments.
- Solving previous year question papers.

Staff meetings are held to discuss improvement areas and address gaps in attainment levels. Through these efforts, IQAC maintains clear focus on OBE and ensures continuous improvement in the quality of education.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.2-Action-Taken-Report-to-Improve-Student-Performance.pdf

2.6.3 - Pass percentage of Students during the year

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

109

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.3-Result-Sheet-Published-by-the-Affiliating-University-Attested-by-the-Principal.pdf

2.7 - Student Satisfaction Survey

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

<https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.7.1-Student-Satisfaction-Survey-Report-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

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

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

6

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

4

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

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

0

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

3.3 - Extension Activities

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

College actively engaged in variety of extension activities in neighbouring communities, emphasizing importance of social responsibility and holistic development for students.

Activities conducted in the community during 2023-24 in coordination with NSS/NCC/Rotaract are as follows: -

- NSS Camp from 15th - 21st October 2023 in Gangonahalli Village, Magadi taluk - camp students participated in activities - public space clean-ups, awareness campaigns on health and hygiene, construction of essential infrastructure for village.
- Voters Day Awareness Program on 25-01-2024, program included workshops and interactive sessions, which helped students raise awareness about civic responsibilities and role of individuals in democratic society.
- Child Labour Prohibition Day on 12-06-2024, highlighted issue of child labour and the importance of education for all children.
- Eye Checkup Camp on 29-05-2024 at Guru Bhavana in Gundlupete, Chamarajanagar, Blood Donation Camp on 02-10-2023, These events provided essential medical services to the community while offering students an opportunity to participate in life-saving initiatives.
- Fistful of Rice initiative on 5-06-2024, and Cloth Donation Drive 28-12-2023, instilled a strong sense of empathy and social responsibility in students.
- International Yoga Day Celebrations on 21-06-2023 and Bannerghatta Forest Clean-Up and Awareness Drive on 30-03-2024 helped students understand their actions on their personal well-being and environment.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/3.3.1-Report-and-Photographs-of-Institutional-Social-Responsibility-Activities.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from

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

5

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

20

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

518

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

21

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

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

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

6

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Surana College has efficiently integrated Information and Communication Technology (ICT) into its academic framework, significantly enhancing the learning environment. All 24 classrooms are ICT-enabled, achieving an impressive 100% coverage. Both seminar halls and all eight laboratories are fully equipped with ICT tools, reaching 100% integration.

Commerce and Management department benefits from eight ICT-enabled classrooms, two seminar halls, and one laboratory, offering students advanced learning tools. The Computer Applications department features three ICT-enabled classrooms and two laboratories, creating a technology-enhanced environment for practical learning. The Science department stands out by fully equipping all five laboratories with ICT tools, providing students with cutting-edge resources for research and experimentation. The Humanities and Languages departments each have four ICT-enabled classrooms, promoting interactive and engaging teaching practices.

In addition to hardware, Surana College provides essential software across departments. B.Sc. students use tools like Python, Ubuntu, Oracle, Android Studio, and PyCharm, while Commerce and Management students rely on TALLY and MS Office. BCA students gain hands-on experience with JAVA, Turbo C++, MySQL, Oracle, and Android Studio, ensuring they are industry-ready.

This robust integration of ICT facilities and software equips students with modern, industry-relevant skills, positioning Surana College as a leader in technology-driven education.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.1-Available-Teaching-Learning-Facilities.pdf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor,

outdoor), gymnasium, yoga centre etc.

College places great emphasis on supporting physical and recreational needs of students through indoor and outdoor games. Indoor games - table tennis, carrom, and chess provide avenues for friendly competitions and strategic thinking. Outdoor games - badminton, volleyball, basketball, throwball, cricket and floorball.

Indoor Sports Facilities:

- **Chess:** Established in 2017-18, chess room spans 20/30 feet and accommodates 150 users.
- **Table Tennis:** Opened in 2018-19, table tennis area measures 20 by 30 feet with a user rate of 180.
- **Carom Board:** established in 2018-19, this space shares the same dimensions and hosts 200 users.

Outdoor Sports Facilities:

- **Cricket Ground:** Established in 2019-20, the ground measures 30 by 13 meters with a user rate of 70.
- **Volleyball and Throw-ball Courts:** Both established in 2017-18, the courts measure 18 by 9 meters and 18.30 by 12.20 meters respectively.
- **Netball, Floorball, and Badminton courts** provide spaces for sports activities with varying user capacities.
- The basketball court, established in 2019-20, spans 30 by 13 meters, serving 25 users.
- College recognizes the importance of mental and physical well-being and conducts yoga sessions for interested students.

Additionally, a large auditorium serves as a multi-functional space for yoga. Badminton, gymnastics, and outdoor events held in the quadrangle.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.2-Available-Sports-and-Cultural-Facilities.pdf

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

26

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

26

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.3-Master-Time-table.xlsx
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

23.05

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The Integrated Library Management System (ILMS) uses Easylib software. The nature of automation is partial, utilizing the 6.4A cloud version. The library automation was implemented in

the year 2018.

The library at Surana College serves as a primary information resource center, offering a vast collection of books, journals, magazines, newspapers, and e-resources. It supports learning, teaching, and research with modern services, including 9313 books, 2660 titles, 2 journals, 3 magazines, 5 newspapers, and numerous e-books and e-journals via NLIST/INFLIBNET.

The Surana College library spans 253 sq. meters across two floors, accommodating 125 students and monitored by 6 CCTV cameras. It operates with open access, automated using Easy Lib Software version 6.4A Cloud and follows the DDC system for classification. The cloud version offers numerous benefits, including requisition, acquisition, cataloguing, circulation, and digital library management.

The homepage features interactive search, announcements, partner library links, featured books, library timings, and more. Easy Lib's integrated software manages physical libraries, institutional repositories, digital libraries, visitor feedback, student communication, union catalogue connectivity, ID card printing, and Barcode and Spine Label printing. The library has also hosted orientation programs on Easylib's Software, book exhibitions, essay competitions, and child rights advocacy programs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.2.1-Report-on-Books-Exhibition-Sales-and-Essay-Writing.pdf

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

A. Any 4 or more of the above

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

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

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

2.89

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

102

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

Institution has embraced power of technology to enhance educational experiences.

Classrooms equipped with interactive panels, projectors, whiteboards and upgraded laptops.

Digital Content Management departments maintain digital repositories containing teaching modules, case studies, project reports, paper publications.

For meetings, Boardroom features plug-and-play facilities and mounted projector.

Auditorium is equipped with overhead projector and display screen.

Language Laboratory students have access to curated language-learning software and media to improve their language proficiency through interactive sessions.

Computer Laboratories equipped with latest technology to ensure that students acquire skills relevant to current market needs. Features include:

- High-Performance Laptops and Desktops
- Licensed Software: Systems run on genuine Windows 10 OS, with K7 anti-virus, firewall protection.
- Regular Upgrades

Digital Library offers

- E-Books and E-Journals: Free access to variety of scholarly materials.
- Wi-Fi Connectivity and CCTV Surveillance

Administrative Office has advanced systems, scanners, printers, biometric attendance and tools like Google Classroom.

Campus Connectivity is fully Wi-Fi enabled, offering 24/7 access to internet across all areas. The available services are:

- ACT Fibernet: 500 Mbps (currently active).
- BSNL Fibernet: 300 Mbps with three separate plans for redundancy and coverage.

Security

The campus is monitored by CCTV cameras and supported by website-based security systems.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.3.1-Purchase-bills-of-Computers-Printers-and-Projectors.pdf

4.3.2 - Number of Computers

97

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

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

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

156.61

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Surana College is dedicated to maintaining and utilizing its facilities effectively to create an optimal learning environment. The college operates 24 ICT-equipped classrooms, with guidelines for allocation, usage, and maintenance. Classrooms are allocated through formal requisitions submitted via proper channels, ensuring resources are appropriately assigned. Teaching aids, including LCD projectors and computers, are managed by the IT department, ensuring faculty have the necessary tools for effective instruction.

The college provides modern branded desktops, managed by a permanent system administrator. This administrator oversees procurement, software licensing, and security measures, including antivirus protection and robust internet connectivity to meet browsing needs.

For practical learning, Surana College features eight specialized laboratories. Equipment procurement follows established channels, and strict safety protocols are enforced to ensure a secure environment for students.

In terms of sports, the college offers diverse facilities and activities, supervised by an annual Sports Committee, promoting physical education and ensuring eligibility for inter-college competitions.

The library employs systematic collection development and rigorous stock verification procedures to maintain resources. With clearly defined borrowing policies and a focus on preserving materials, the library supports academic excellence.

These comprehensive systems ensure Surana College remains a well-

organized institution fostering both academic and extracurricular growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.4.2-Minutes-of-Meeting-Maintenance-Committee.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

33

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

139

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

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

A. All of the above

File Description	Documents
Link to institutional website	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.1.3-Detailed-Report-of-Activities-Conducted-to-enhance-Soft-skills-Language-and-Communication-skills-and-Life-Skills-ICT-Computing-Skills-Enhancement-Programs.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

280

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

280

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

24

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

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

12

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

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

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

44

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

Students play an integral role in the administration, co-curricular, and extracurricular activities of an institution, fostering a collaborative and inclusive campus culture.

Administrative involvement comes through the Student Council, where elected representatives act as a bridge between the student body and the administration. They voice student concerns, advocate for their welfare, and assist in decision-making on policies affecting campus life.

In co-curricular activities, students actively engage in academic clubs, seminars, workshops, and research groups. These activities complement their academic learning, enhancing skills such as critical thinking, leadership, and collaboration. Students often lead academic events, guest lectures, and competitions, encouraging peer participation and intellectual growth.

Extracurricular activities offer students opportunities to participate in cultural events, sports, arts, and social initiatives. They take leadership roles in organizing festivals, sports meet, and community service projects, fostering teamwork and creativity. By managing events and representing their institution in intercollegiate competitions, students enhance their interpersonal and organizational skills.

Through these engagements, students develop a sense of responsibility, leadership, and belonging while enriching the academic and social fabric of the institution.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.3.2-Reports-on-the-Student-Council-Activities.pdf
Upload any additional information	View File

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

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

61

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

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

"The Alumni Association of Surana College", founded in 2020 and officially registered in 2022. The association aims to connect former students of Surana College with each other and institution, promoting social utility.

The Vision is empowering a lifelong connection between college and its alumni, fostering a community of lifelong learners, leaders and friends. The mission to provide opportunities for alumni to connect, stay engaged with the college.

The association has 577 (2017-24) registered members and opening balance of Rs. 5,77,000. These contributions are invaluable to

the growth and success of institutions.

The 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. In order to maintain records of alumni and to create a strong bond between the alumni and the institution. The association has conducted five meetings in 2023-24.

Alumni also support the existing batch of students in organizing events, and extending support in various student activities Alumni contributions include mentorship, reference-books (31Books) career guidance, and volunteering. The member's fee is 1000/ /-, and the account number is 923010016323619. The Association will be organizing get together on 24-8-2024.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.4.1-Detailed-Report-on-Alumni-Association-Activities.pdf
Upload any additional information	View File

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

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

- To be the educational institution of the preferred choice ushering convergence of knowledge skills and values

through holistic education.

Mission

- To Mould character and careers.

Surana College Peenya Campus aims to be the educational institution of choice, fostering a convergence of knowledge, skills, and values through a well-rounded, holistic education. With a focus on character and career development, the college is dedicated to shaping individuals who can excel in both personal and professional spheres.

This mission is supported by a decentralized organizational structure that empowers department heads and faculty convenors with the authority to make key decisions regarding event schedules, guest lectures, and budget allocations. Faculty members are actively involved in planning and executing a variety of events, including guest talks, fests, and workshops, which enrich the student experience and support the college's educational objectives. While faculty leaders initiate these events and propose budgets, the final approval rests with the principal and higher authorities, ensuring alignment with the institution's vision and resources.

This collaborative structure allows the college to remain agile, responsive to student needs, and committed to upholding its mission of holistic development, all within a framework of responsible governance and accountability.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.1.1-Institution-and-Dept.-wise-Vision-Mission.pdf
Upload any additional information	View File

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

Recently conducted Antharagni fest exemplified a decentralized decision-making approach, empowering various committees and individuals to take responsibility for different aspects of event. This model enabled quicker decision-making and allowed

for greater creativity and ownership among the participants.

Each team was entrusted with key responsibilities. Cultural committee, along with student leaders, was tasked with inviting guests and judges for various events. This decentralization allowed the teams to reach out to relevant professionals and industry experts, ensuring that the selection aligned well with themes and objectives of the fest.

Another critical component was LED display and technical arrangements, where decisions were made by technical committee without central oversight, allowing for swift coordination and effective deployment of resources. Sponsorship team also functioned independently, securing financial support from various sources, ensuring the fest was well-funded without depending on a centralized authority.

Overall, decentralized decision-making fostered accountability and collaboration, allowing each group to contribute meaningfully to the fest's success. The autonomy given to different teams ensured that the event ran smoothly and efficiently, with diverse inputs enriching the overall experience for both participants and attendees.

The entire program was guided and monitored by head of the institution along with managing trustee which demonstrates participatory management.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.1.2-Participation-of-Faculties-in-Academic-Administrative-Bodies.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institution Innovation Council (IIC) has launched several initiatives aimed at fostering entrepreneurial skills among students. A key focus has been on creating opportunities for

students to learn directly from industry experts through guest talks and motivational sessions led by successful entrepreneurs. These events offer invaluable insights into the entrepreneurial journey, challenges, and strategies for success.

Following are the 2 initiatives under Institution Innovation Council for the academic year 2023-24

One of the standout initiatives was the organization of an "Eat Mart," where students experienced hands-on entrepreneurial activities, learning about business management and customer engagement in a real-world setting.

The flagship initiative, however, was the boot camp at PUPA Hubli, where students were given the opportunity to present their innovative business ideas. Our students proposed a groundbreaking idea of using parthenium, an invasive weed, to develop eco-friendly pesticides, showcasing their creativity and practical application of entrepreneurial principles.

This initiative not only allowed students to demonstrate their innovative thinking but also helped them gain experience in pitching their ideas in a competitive environment, boosting their confidence and skills for future entrepreneurial endeavors.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.1-Strategic-Plan-and-Deployment.pdf
Upload any additional information	View File

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

The organizational structure of Surana College is designed to efficiently manage its key functions, including Administration, Academics, Examinations, and Human Resources, through a clear hierarchy. This hierarchy includes the Board of Management, Governing Council, Principal, IQAC Director, Criteria-In-Charges, Departments, Committees, Faculty, and Stakeholders,

ensuring smooth operations across the institution.

To enhance the educational experience, the college has established various faculty and student committees focused on learning, teaching, administration, cultural activities, sports, and overall development. These committees play a crucial role in improving the institution's academic and extracurricular environment.

Since its inception, the college has implemented a strategic plan aligned with its vision and mission. This plan is executed through IQAC meetings, which guide the institution's direction. Key elements include introducing multidisciplinary undergraduate programs, promoting research, enhancing diversity in admissions and faculty recruitment, and establishing state-of-the-art laboratories.

Transparency is maintained through the Administrative and Service Manual, which outlines policies on service conditions, roles, increments, leave policies, and incentives for faculty participating in Faculty Development Programs (FDP).

Committed to continuous improvement and academic excellence, the college regularly benchmarks and assesses its progress, creating an inclusive and nurturing environment for both students and faculty.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.2-Service-Rules.pdf
Link to Organogram of the Institution webpage	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.2-Organogram-of-the-Institution.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in **A. All of the above**
areas of operation Administration Finance
and Accounts Student Admission and
Support Examination

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution is committed to ensuring the well-being of both its teaching and non-teaching staff through a range of welfare measures that enhance their professional and personal lives. For teaching staff, the institution provides financial assistance for research, grants for attending national and international conferences, and access to training programs focused on professional development. Faculty members are also supported with incentives for publishing research and guiding students in academic projects.

In addition to academic growth, the institution offers health insurance and subsidized medical facilities, ensuring that staff members have access to essential healthcare. Regular health camps are organized for both teaching and non-teaching staff, covering routine check-ups and preventive care.

For non-teaching staff, the institution ensures job security through schemes like the Employee Provident Fund (EPF) and gratuity benefits, recognizing their contributions to the institution's functioning. They are also provided with opportunities for professional skill development to enhance their expertise.

The institution promotes a healthy work-life balance by organizing recreational activities, family events, and offering leave benefits. These measures foster a supportive work environment, increasing job satisfaction and loyalty, contributing to a motivated workforce. The welfare programs are periodically reviewed to meet evolving staff needs.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.3.1-List-of-Beneficiaries-of-Welfare-Measures.pdf
Upload any additional information	View File

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

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

28

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

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

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

2

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

22

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The Institution's Performance Appraisal System for teaching and non-teaching staff functions as a key tool for evaluating performance, fostering growth, and aligning individual

contributions with institutional goals. For teaching staff, performance is appraised based on teaching quality, research output, student feedback, contributions to curriculum development, and involvement in co-curricular and extracurricular activities. Faculty members are required to submit a detailed self-assessment annually, which is reviewed by a designated committee. This review identifies areas of strength and improvement, ensuring continuous professional development.

For non-teaching staff, the appraisal system emphasizes punctuality, efficiency, teamwork, and adherence to institutional norms. Supervisors conduct regular evaluations based on job performance, discipline, and commitment to institutional tasks. Constructive feedback is provided to promote growth and address any shortcomings.

The system is transparent and objective, aiming to improve overall institutional effectiveness by encouraging accountability and excellence. It supports promotions, salary increments, and career development, while also identifying specific training needs. This systematic approach ensures that both teaching and non-teaching staff are motivated to achieve higher standards of performance, contributing positively to the institution's long-term success.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.3.5-Appraisal-Forms-for-Teaching-Non-teaching.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

College conducts internal and external financial audits regularly to ensure transparency and compliance.

Internal Audits: Conducted periodically by M/s DAGIYA and Co, these audits evaluate efficiency of financial processes, internal controls and adherence to institutional policies. Internal auditors review transactions, assess compliance with

regulations and identify areas for improvement. Audit objections are discussed with accounts staff and the principal to clarify issues and implement corrective measures.

Areas Covered During Audit:

1. Verification of Opening Balances
2. Cash Book Vouching
3. Bank Book Vouching
4. Receipts
5. Verification of Bank Reconciliation Statement
6. Verification Journal Vouchers
7. Verification of Salary
8. Verification of Inter Branch Transactions

External Audits: M/s HARSH JAIN & CO performs comprehensive external audits, checking vouchers, receipts, bank reconciliations and compliance with tax regulations. They examine policies and procedures to ensure adherence to government guidelines. After audit, findings are shared with management for review.

Mechanism for Settling Audit Objections: Objections raised during audits are systematically documented. Accounts department collaborates with auditors to address these concerns. Timely corrective actions are taken and follow-up meetings are held for resolution. Final reports, including clarifications are submitted to Governing Council for oversight, ensuring a robust mechanism for continual improvement in financial management.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.4.1-Internal-External-Audit-Reports.pdf
Upload any additional information	View File

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

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

0

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

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

- The institution's resource mobilization policy is designed to ensure financial sustainability and effective resource management. Key strategies include:
- **Self-Generated Revenue:** The institution relies on student fees as a primary source of funding.
- **Corporate Partnerships:** The GDA Foundation oversees fundraising efforts, receiving annual support from Micro Labs for infrastructure development.
- **Investment Income:** Additional funds are generated through interest from the corpus fund.
- **Government Grants:** The institution actively applies for grants from bodies such as UGC, AICTE, NAAC.
- **Infrastructure Monetization:** Institution is in prime location with easy commutable services. Funds received by outsourcing infrastructure
- The state-of-the-art auditorium is rented to other institutions, generating income.

Optimum utilization of funds is ensured through: -

- Adequate funds are allocated for effective teaching-learning practices that include Orientation Programmes,

ERP, LMS, Induction Programmes, Research activities, Workshops, Inter-disciplinary activities, training programmes that ensures quality education.

- Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities and Journals to augment learning practices.
- Adequate funds are utilized for development and maintenance of infrastructure.
- Funds are allocated for social service activities through NSS, NCC, Rotaract and Student council.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.4.3-Resource-Mobilization-Policy.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

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

Practice - 1: Collaborative Synergy Exchange Program

College IQAC is committed to fostering collaborative learning among students, where learners engage collectively to exchange ideas, share experiences, and enhance their academic growth and intercultural understanding. In this spirit, the IQAC launched an initiative, Faculty and Student Exchange Program on 26.10.2023 & 27.10.2023.

This program enabled faculty and students from Surana College, Marudhar Kesari Jain College for Women, and GTN Arts College to come together for shared learning and professional development. Through presentations, cultural exchanges, and an industrial visit to Micro Labs Ltd.

Practice - 2: CO-PO Orientation

Outcome-Based Education framework plays pivotal role in ensuring that students acquire the essential skills, knowledge, and attitudes required to excel in their careers. Crucial aspect of this framework are the COs and POs which guide teaching and

learning process. To enhance the understanding and application of OBE, Surana IQAC has taken the initiative to raise awareness among faculty members regarding the effective framing of COs and Pos which help faculty design, deliver, and assess courses that align with these outcomes.

Through workshops, IQAC facilitates faculty development by providing guidance on creating and attaining COs and POs, fostering a collaborative environment for continuous academic growth.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.1-Two-Practices-Institutionalized-as-A-Result-of-IQAC-Initiatives.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

College, accredited with A Grade by NAAC, has undertaken significant reforms to enhance its teaching-learning processes through IQAC initiatives. College has established MOUs with industry leaders and academic institutions to integrate specialized certification programs that align academic instruction with industry demands. These partnerships include,

- Personality Development Certification with VSLN Corporate Solutions,
- Advanced certifications in Excel,
- Digital Marketing, Power BI,
- Tally, and Supply Chain Management with HTG,
- Data Science with JetKing,
- Diploma in Cyber Security with Boston Solutions.

These programs aim to equip students with essential skills to

increase their employability and adaptability.

To support both advanced learners and slow learners, the college implements a learning level identification mechanism, ensuring tailored pedagogical strategies. Advanced learners are provided with enrichment activities and personalized challenges, while slow learners receive additional support to facilitate their academic progress.

The Learning Management System (LMS) is a critical tool in this process, with faculty trained to use it for content delivery, tracking student progress, and fostering online engagement. Regular assessments of the LMS content ensure that it remains relevant and dynamic.

Additionally, Surana College has actively participated in the NIRF ranking process and achieved ISO certification, reflecting its commitment to maintaining high standards and institutional accountability.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.2-Institutional-Reviews-and-Implementation-of-Teaching-Learning-Reforms-Facilitated-1.pdf
Upload any additional information	View File

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

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.3-Annual-reports-of-Institution.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Empowering Through Gender Equity

Our institution has significantly promoted gender equity and nurtured an inclusive culture on campus. Through a comprehensive Gender Audit and proactive measures, we have established a secure environment where all individuals, regardless of gender identity, feel respected, valued, and supported.

Curricular Sensitization

College has integrated gender sensitivity into the curriculum. Faculty participate in workshops on gender-sensitive teaching, ensuring inclusive classroom interactions.

Co-curricular Activities

Beyond the classroom, we support student-led gender equity clubs and organizations, creating avenues for open dialogue and awareness campaigns to dismantle barriers and confront gender stereotypes.

Facilities for Women on Campus for Safety and Security

We maintain well-lit pathways, CCTV surveillance, provide separate common rooms, restrooms, psychological counseling, and

sanitary pads, career support, mentorship, and skill development workshops for women.

Inclusivity and Transgender Admission

We warmly welcome individuals of all gender identities, including transgender students, faculty, and staff. Inclusive admissions process ensures respect and support for transgender applicants.

Celebrating Diversity

We engage in LGBTQ+ awareness events and Pride celebrations, highlighting the contributions of transgender individuals.

Conclusion

We take pride in our strides towards gender equity and inclusivity. Through rigorous efforts, we have created an environment that empowers everyone to achieve their fullest potential.

File Description	Documents
Annual gender sensitization action plan	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.1-Annual-Gen-der-Sensitization-Action-Plan-Activities-conducted.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.1-Facilities-for-Women-on-Campus-for-Safety-and-Security.pdf

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

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

Surana College Peenya Campus has implemented an effective waste management system focused on sustainability and environmental responsibility.

For solid waste, the campus uses separate bins for biodegradable and non-biodegradable materials, which are collected and recycled by BBMP. To promote waste reduction, the college conducts regular awareness campaigns. In terms of liquid waste management, biodegradable waste is redirected to the campus biogas system, supporting renewable energy use and minimizing environmental impact.

The campus does not produce biomedical or radioactive waste; however, we have a robust e-waste management policy. Any electronic or electrical waste is responsibly disposed of by authorized BBMP recyclers, ensuring compliance with regulatory guidelines. The waste recycling system further supports sustainability by holding paper collection drives and repurposing materials for campus use, advancing a circular economy model.

For hazardous chemicals, strict protocols are in place; chemicals used in laboratories are safely stored and sent to Micro Labs for compliant disposal. This structured approach reinforces the college's commitment to sustainable waste management.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.3-Geotagged-Photographs-of-Degradable-and-Non-Degradable-Waste.pdf
Any other relevant information	View File

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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

institution

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

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution is dedicated to fostering an inclusive environment by promoting tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic diversities. Celebrations of Rama Navami, Ethnic Day, and Christmas Day offer opportunities for students to engage with and appreciate various cultural and religious practices, thereby promoting mutual respect and unity. These events create a platform for students to showcase their heritage, fostering a sense of belonging and harmony within the campus community.

Inclusive initiatives extend beyond cultural celebrations, with the institution actively supporting students through programs like the HIV Awareness Program, which addresses important social issues and encourages compassion and understanding, regardless of socioeconomic background.

The institution's commitment to inclusivity is also reflected in its infrastructure, offering ramps, lifts, and accessible washrooms for students with disabilities, ensuring equal access to facilities.

To further support diversity, a wide range of scholarships, such as the Samudaya, Champ, Udaan, Samarthan, and Divyaang Scholarships, are offered to students based on merit, economic background, physical challenges, and other criteria. These scholarships ensure that all students, regardless of their background, have the opportunity to succeed and thrive in an inclusive academic environment.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

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

The Constitution of any nation is the cornerstone of its governance, shaping the legal framework and defining the principles by which a country operates. It is crucial for every citizen to be well-informed about their constitutional rights, duties, and responsibilities. Recognizing this, Surana Degree College Peenya places a high priority on fostering constitutional awareness among its students and staff.

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.

Following are the activities conducted to inculcate Values Necessary to Render Students in to Responsible Citizens during academic year 2023-24.

- Independence Day
- Republic Day
- Voters Day
- Voting Awareness Program
- Sexual Harassment Prevention

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for students, teachers, administrators and other staff. 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

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

Surana College has actively organized several national commemorative events during 2023-24, demonstrating its commitment to promoting national pride, unity, and civic responsibility. Celebration of Republic Day on 26th January 2024 featured a dignified flag hoisting ceremony, led by Chief Guest Mr. Sreeshankar Gurujalam. The event included an NCC drill, cultural performances, and speeches that highlighted the significance of Republic Day, with active participation from both students and faculty.

Similarly, the 76th Independence Day on 15th August 2023 at Surana College, Peenya, was marked by an impressive guard of honor led by NCC cadets. The event featured a flag-raising ceremony by Colonel Samith Karki, followed by various cultural programs, including patriotic dances, a yoga demonstration, and a drama depicting themes of unity and freedom. The event emphasized the spirit of patriotism, the importance of a healthy lifestyle, and teamwork.

In addition to national celebrations, the institution also marked Teacher's Day, recognizing the dedication of staff members, and promoting a sense of community through cultural activities.

College celebrated Kargil Vijay Diwas on 26-07-2023, A Solemn Tribute and Patriotism Awakening.

These events fostered a deeper understanding of the country's values and created opportunities for students to express their patriotism through performances and participation.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Practice 1: Student Faculty Exchange Program

Objectives:

1. Academic Enrichment
2. Research Collaboration
3. Professional Development

Context:

College made MOU with GTN College and MKJC for student-faculty exchange program.

Practice:

- Institutional Collaboration
- Student Exchange
- Faculty Exchange
- Cultural Exchange
- Research Collaboration
- Professional Development
- Knowledge Transfer
- Evaluation and Feedback

Conclusion:

Student-faculty exchange program between Surana College Peenya, GTN College, and MKJC promotes academic collaboration and cultural exchange, benefiting over 350 students.

Practice 2: Fist Full of Rice

Objective:

1. Building a Supportive Community Network
2. Community Engagement and Participation
3. Promoting Volunteerism and Philanthropy

Context:

College's "Fist Full of Rice" initiative is commendable grassroots effort to combat food insecurity, by inviting students, faculty and staff to regularly contribute fistful of rice.

Practice:

- Students, faculty, and staff regularly contribute fistful of rice and donated to needy.
- Program encourages connection to real-world challenges like food insecurity.

Evidence of Success

1. Quantity of Rice Collected: 100-110 kg every year
2. Participation Levels: Goal to involve all students,

faculty and staff.

3. Impact on the Needy: Program helped many needy families.

To motivate and celebrate participation, the initiative recognizes exceptional contributions with Gold, and Platinum awards.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Exemplary Community Service (ECS) at Surana College, Peenya 2023-24"

Introduction

College has integrated ECS into its core mission, distinguishing itself by adopting villages in Nanjangud taluk. This commitment showcases the college's aim to extend its influence beyond academics. The service is still into effect and is been continued for 2023-24 as well. This report explores Surana College's impactful community service efforts in Nanjangud taluk, coordinated by K. Ramesh.

Adoption of Nanjangud Taluk

Surana College's initiative to adopt Nanjangud Taluk reflects its desire to address the community's pressing needs. College conducted thorough research to understand local challenges, forming partnerships with local authorities to ensure a collaborative approach. By implementing various initiatives, the college addressed the aspirations of marginalized villagers.

Initiatives and Projects

- **Education:** Establishing a learning center that provides quality education and skill development, support for physically challenged students.
- **Healthcare:** Organizing free health camps and awareness campaigns.

- **Environmental Conservation:** Tree planting and waste management initiatives.
- **Financial Assistance:** Facilitating access to government schemes for marginalized individuals, ensuring timely aid.

Sustained Maintenance and Long-Term Impact

College emphasizes long-term impact through monitoring, capacity building, and collaboration with various stakeholders. By empowering villagers and involving them in decision-making, the college fosters ownership and sustainability.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures effective curriculum delivery through a well-structured and documented approach. The academic calendar is meticulously planned, outlining teaching schedules, assessments, and extracurricular activities. Faculty members prepare detailed course plans and lesson notes aligned with the syllabus, ensuring clarity in learning outcomes. Regular orientation programs and workshops equip teachers with innovative pedagogical tools, promoting student-centered learning.

The use of Learning Management Systems (LMS) aids in seamless delivery, enabling resource sharing, online lectures, and continuous evaluation. Classrooms are equipped with ICT tools to enhance interactive teaching. The institution emphasizes continuous internal assessments, supported by assignments, quizzes, and group projects to monitor student progress.

Faculty members engage in peer reviews and feedback mechanisms to ensure consistency and improvement in teaching quality. Bridge courses and remedial classes are conducted to support slow learners, while advanced learners are encouraged with challenging assignments and projects. Regular audits, both internal and external, ensure adherence to curriculum plans.

The institution maintains close coordination with stakeholders, conducting regular meetings with students, faculty, and industry experts to align teaching practices with evolving academic and professional demands.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.1.1-Curriculum-Planning.pdf

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

The institution strictly adheres to the academic calendar, ensuring smooth conduct of all academic activities, including Continuous Internal Evaluation (CIE). At the beginning of each academic year, a well-defined calendar is prepared, outlining timelines for classes, assessments, co-curricular activities, and holidays. This calendar is communicated to students and faculty to ensure clarity and accountability.

CIE is conducted systematically, with multiple assessments spread across the semester, including tests, assignments, presentations, quizzes, and group projects. The schedule for internal assessments is pre-planned and mentioned in the academic calendar to help students manage their preparation effectively. Faculty members monitor student progress through these evaluations and provide timely feedback to facilitate continuous improvement.

Periodic meetings are held to review the adherence to the calendar, and any unforeseen disruptions are addressed with contingency plans, such as rescheduled classes or assessments. The institution ensures transparency in CIE by displaying internal marks to students and offering scope for re-evaluation if needed.

The structured adherence to the academic calendar fosters discipline and ensures timely completion of the syllabus, helping students stay on track while maintaining the integrity of academic standards.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.1.2-University-Institutional-Academic-Calendar.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University

A. All of the above

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

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

5

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

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

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

7

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

61

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

61

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The institution recognizes the importance of integrating cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum to foster a well-rounded education. This integration is designed to prepare students for the complex societal and professional challenges they will face.

Professional Ethics are emphasized through dedicated courses and embedded modules within various disciplines, ensuring that students understand the ethical standards and practices relevant to their fields. Gender issues are addressed through discussions, case studies, and projects that promote gender equality and awareness, encouraging students to appreciate diversity and inclusion.

Human Values are instilled through courses and activities

that promote empathy, respect, and social responsibility. The curriculum encourages students to reflect on their values and develop a strong moral compass.

Environmental education is integrated across subjects to raise awareness about sustainability and environmental stewardship. Students engage in projects and initiatives that promote sustainable practices and highlight the importance of preserving natural resources.

By embedding these cross-cutting issues into the curriculum, the institution ensures that students develop a holistic understanding of the interconnectedness of ethical, social, and environmental considerations, equipping them to be responsible and conscientious professionals and citizens.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

8

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

430

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

1.4 - Feedback System

<p>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</p>	<p>A. All of the above</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

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

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

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/1.4.2-Stakeholders-Feedback-Analysis-Report.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

400

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

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

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

161

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

We assess the learning levels of our students and organize special programs to support both advanced and slow learners, ensuring holistic development for all. Based on continuous evaluation and academic performance, students are identified and provided with tailored programs that cater to their individual needs.

For slow learners, remedial classes are conducted to offer additional guidance and support in challenging subjects. Activities like preparing PowerPoint presentations help these students enhance their understanding and build confidence.

Additionally, they are encouraged to participate in guest lectures and industrial visits, providing them with practical exposure and insights beyond the classroom.

For advanced learners, along with the same opportunities such as guest lectures and industrial visits, we offer further engagement through student presentations in conferences and regular classes. These learners are also encouraged to take up internships and projects, allowing them to apply their knowledge in real-world scenarios.

All students are motivated to enroll in NPTEL programs, which provide access to quality online courses from premier institutions. By offering a comprehensive set of learning experiences, we ensure that both slow and advanced learners are given opportunities and resources to excel at their own pace.

File Description	Documents
Link for additional Information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.2.1-List-of-Advanced-Learners-and-Slow-Learners-Participated-and-Special-Programmes-Organised.pdf
Upload any additional information	View File

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

Number of Students	Number of Teachers
518	32

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The college is deeply committed to experiential and participatory learning, integrating these methods into their educational and assessment practices. Assignments, question papers, and practical exposure, especially through the Business Lab, help students apply theoretical knowledge to real-world situations. In addition, students benefit from guest lectures, industrial tours, workshops, webinars, internships, and various club activities, allowing them to interact with industry professionals and gain diverse insights. Renowned experts are regularly invited to speak, offering valuable knowledge to students.

Collaborative learning is promoted through problem-solving sessions and group discussions, fostering an interactive environment. The college's digital library, rich with e-resources, e-books, and journals, accessible across the campus via IP-enabled connections, offers a wealth of knowledge. Online platforms such as SWAYAM and NPTEL further enrich the students' learning experience by offering additional courses.

The college also equips students with essential problem-solving and brainstorming techniques. Case studies related to their areas of study enable them to apply theoretical knowledge effectively, and the use of past question papers helps students prepare for examinations. Open book tests are regularly conducted, assisting students in grasping core concepts more efficiently.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.3.1-Student-Centric-Methods.pdf

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

Surana College has established a strong foundation for integrating Information and Communication Technology (ICT) into the teaching-learning process, ensuring holistic student development. First-year students are introduced to faculty, resources, and campus activities through a comprehensive orientation program. ICT tools, including projectors and campus-wide Wi-Fi, are seamlessly incorporated into classroom sessions, with both wired and wireless LAN connections available. The high-speed internet provided through fiber-optic cables ensures smooth online access for both students and faculty.

Teachers effectively utilize ICT tools such as diagrams, graphs, numerical data, and models to create interactive and engaging learning experiences. To support practical subjects, the college provides faculty with interactive boards and writing pads, enhancing the delivery of lessons. Faculty development programs ensure that teachers remain updated with the latest technological advancements, benefiting student learning outcomes.

The Optra Login system allows students to easily access their academic records, further streamlining administrative functions. Overall, the college's integration of ICT tools

enriches the teaching-learning environment, promoting effective knowledge dissemination and engagement.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.3.2-ICT-Enabled-Tools-for-Effective-Teaching-and-Learning-in-the-College.pdf

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

2.3.3.1 - Number of mentors

29

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

2.4 - Teacher Profile and Quality

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

32

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

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

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

12

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

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

2.4.3.1 - Total experience of full-time teachers

3

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

2.5 - Evaluation Process and Reforms

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

The mechanism of internal assessment is designed to be transparent and robust, ensuring fairness and consistency in evaluating student performance. It typically consists of continuous evaluations through multiple modes, such as periodic tests, assignments, presentations, projects, and class participation. This multi-dimensional approach allows for a comprehensive assessment of students' understanding, skills, and engagement with the course material.

Internal assessments are conducted at regular intervals, with clear schedules provided at the beginning of the semester. Students are informed about the weightage of each component, ensuring transparency. Feedback is given promptly, allowing

students to understand their strengths and areas for improvement.

The robust nature of the system lies in its inclusiveness and frequency, ensuring that performance is evaluated over time rather than relying on a single examination. The diverse modes of assessment cater to different learning styles and capabilities, providing a balanced view of students' academic progress. Additionally, a formal review mechanism is often in place, where students can raise concerns regarding their scores, further enhancing the fairness of the process. Overall, this transparent and frequent internal assessment system ensures a comprehensive evaluation of students' academic abilities.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.5.1-Dates-of-Conduct-of-Internal-Assessment-External-Examinations-for-All-Programmes.pdf

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

The mechanism to handle internal examination-related grievances in academic institutions is designed to be transparent, time-bound, and efficient, ensuring that students' concerns are addressed fairly and promptly.

Transparency is maintained through clear guidelines that outline the grievance redressal process, allowing students to understand the steps involved and the criteria used to resolve issues. These guidelines are usually communicated via official circulars. Students are encouraged to raise their concerns with relevant authorities, such as faculty members, examination coordinators, or grievance committees.

The process is time-bound to avoid unnecessary delays. Institutions often set specific deadlines for each stage of the grievance procedure, including submission of complaints, investigation, and resolution. This ensures that grievances

are addressed within a reasonable period, typically within 7 to 14 Working days, depending on the complexity of the issue.

Efficiency is achieved by delegating grievance handling to trained personnel or committees, ensuring that investigations are thorough and decisions are made based on merit. Many institutions also utilize online portals for faster submission and tracking of grievances, allowing for a seamless and effective process.

This structured approach upholds the integrity of the examination system and fosters trust among students and faculty.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.5.2-Internal-Assessment-Examination-Grievances-Handling-Mechanism.pdf

2.6 - Student Performance and Learning Outcomes

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

The Institution adheres to the principles of Outcome-Based Education, where Course Outcomes 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 evaluation process. 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 HODs.

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

1. Orientation Day: During 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 COs and POs 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.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.1-Communication-of-POs-COs-and-PEOs-to-Students-Faculties.pdf
Upload COs for all courses (exemplars from Glossary)	View File

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

IQAC plays a crucial role in driving quality improvement initiatives across various departments. By collaborating with subject experts, BOS members and faculties, IQAC ensures that syllabi are enhanced to meet industry standards. Guest experts are invited to share their experiences, providing valuable insights into POs for students and feedback for faculty, leading to improvements and new courses.

POs and COs are assessed through direct and indirect means, including student performance, data analysis, and faculty evaluation. 2 mapping methods - Direct and Indirect employed to establish CO-PO matrix, essential for OBE. COs are categorized into three levels based on student performance, and target levels are set for PO attainment.

To ensure continuous improvement in education, IQAC regularly evaluates attainment levels using internal and external

examinations. If inadequate attainment is observed, remedial actions are taken, such as:

- Conducting remedial classes.
- Providing one-on-one sessions with faculty for personalized support.
- Assigning additional assignments.
- Solving previous year question papers.

Staff meetings are held to discuss improvement areas and address gaps in attainment levels. Through these efforts, IQAC maintains clear focus on OBE and ensures continuous improvement in the quality of education.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.2-Action-Taken-Report-to-Improve-Student-Performance.pdf

2.6.3 - Pass percentage of Students during the year

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

109

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.6.3-Result-Sheet-Published-by-the-Affiliating-University-Attested-by-the-Principal.pdf

2.7 - Student Satisfaction Survey

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

<https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/2.7.1-Student-Satisfaction-Survey-Report-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research**

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

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

0

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

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

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

6

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

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

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

4

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

3.2.2 - Number of books and chapters in edited volumes/books published and papers

published in national/ international conference proceedings per teacher during the year

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

0

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

3.3 - Extension Activities

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

College actively engaged in variety of extension activities in neighbouring communities, emphasizing importance of social responsibility and holistic development for students.

Activities conducted in the community during 2023-24 in coordination with NSS/NCC/Rotaract are as follows: -

- NSS Camp from 15th - 21st October 2023 in Gangonahalli Village, Magadi taluk - camp students participated in activities - public space clean-ups, awareness campaigns on health and hygiene, construction of essential infrastructure for village.
- Voters Day Awareness Program on 25-01-2024, program included workshops and interactive sessions, which helped students raise awareness about civic responsibilities and role of individuals in democratic society.
- Child Labour Prohibition Day on 12-06-2024, highlighted issue of child labour and the importance of education for all children.
- Eye Checkup Camp on 29-05-2024 at Guru Bhavana in Gundlupete, Chamarajanagar, Blood Donation Camp on 02-10-2023, These events provided essential medical services to the community while offering students an opportunity to participate in life-saving initiatives.
- Fistful of Rice initiative on 5-06-2024, and Cloth Donation Drive 28-12-2023, instilled a strong sense of

empathy and social responsibility in students.

- International Yoga Day Celebrations on 21-06-2023 and Bannerghatta Forest Clean-Up and Awareness Drive on 30-03-2024 helped students understand their actions on their personal well-being and environment.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/3.3.1-Report-and-Photographs-of-Institutional-Social-Responsibility-Activities.pdf
Upload any additional information	View File

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

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

5

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

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

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

20

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

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

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

518

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

21

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

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

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

6

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.

Surana College has efficiently integrated Information and Communication Technology (ICT) into its academic framework, significantly enhancing the learning environment. All 24 classrooms are ICT-enabled, achieving an impressive 100% coverage. Both seminar halls and all eight laboratories are fully equipped with ICT tools, reaching 100% integration.

Commerce and Management department benefits from eight ICT-enabled classrooms, two seminar halls, and one laboratory, offering students advanced learning tools. The Computer Applications department features three ICT-enabled classrooms and two laboratories, creating a technology-enhanced environment for practical learning. The Science department stands out by fully equipping all five laboratories with ICT tools, providing students with cutting-edge resources for research and experimentation. The Humanities and Languages departments each have four ICT-enabled classrooms, promoting interactive and engaging teaching practices.

In addition to hardware, Surana College provides essential

software across departments. B.Sc. students use tools like Python, Ubuntu, Oracle, Android Studio, and PyCharm, while Commerce and Management students rely on TALLY and MS Office. BCA students gain hands-on experience with JAVA, Turbo C++, MySQL, Oracle, and Android Studio, ensuring they are industry-ready.

This robust integration of ICT facilities and software equips students with modern, industry-relevant skills, positioning Surana College as a leader in technology-driven education.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.1-Available-Teaching-Learning-Facilities.pdf

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

College places great emphasis on supporting physical and recreational needs of students through indoor and outdoor games. Indoor games - table tennis, carrom, and chess provide avenues for friendly competitions and strategic thinking. Outdoor games - badminton, volleyball, basketball, throwball, cricket and floorball.

Indoor Sports Facilities:

- Chess: Established in 2017-18, chess room spans 20/30 feet and accommodates 150 users.
- Table Tennis: Opened in 2018-19, table tennis area measures 20 by 30 feet with a user rate of 180.
- Carom Board: established in 2018-19, this space shares the same dimensions and hosts 200 users.

Outdoor Sports Facilities:

- Cricket Ground: Established in 2019-20, the ground measures 30 by 13 meters with a user rate of 70.
- Volleyball and Throw-ball Courts: Both established in

2017-18, the courts measure 18 by 9 meters and 18.30 by 12.20 meters respectively.

- Netball, Floorball, and Badminton courts provide spaces for sports activities with varying user capacities.
- The basketball court, established in 2019-20, spans 30 by 13 meters, serving 25 users.
- College recognizes the importance of mental and physical well-being and conducts yoga sessions for interested students.

Additionally, a large auditorium serves as a multi-functional space for yoga. Badminton, gymnastics, and outdoor events held in the quadrangle.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.2-Available-Sports-and-Cultural-Facilities.pdf

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

26

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

26

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.1.3-Master-Time-table.xlsx
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**23.05**

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The Integrated Library Management System (ILMS) uses Easylib software. The nature of automation is partial, utilizing the 6.4A cloud version. The library automation was implemented in the year 2018.

The library at Surana College serves as a primary information resource center, offering a vast collection of books, journals, magazines, newspapers, and e-resources. It supports learning, teaching, and research with modern services, including 9313 books, 2660 titles, 2 journals, 3 magazines, 5 newspapers, and numerous e-books and e-journals via NLIST/INFLIBNET.

The Surana College library spans 253 sq. meters across two floors, accommodating 125 students and monitored by 6 CCTV cameras. It operates with open access, automated using Easy Lib Software version 6.4A Cloud and follows the DDC system for classification. The cloud version offers numerous benefits, including requisition, acquisition, cataloguing, circulation, and digital library management.

The homepage features interactive search, announcements, partner library links, featured books, library timings, and more. Easy Lib's integrated software manages physical libraries, institutional repositories, digital libraries, visitor feedback, student communication, union catalogue connectivity, ID card printing, and Barcode and Spine Label

printing. The library has also hosted orientation programs on Easylib's Software, book exhibitions, essay competitions, and child rights advocacy programs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.2.1-Report-on-Books-Exhibition-Sales-and-Essay-Writing.pdf

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

A. Any 4 or more of the above

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

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

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

2.89

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

102

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

Institution has embraced power of technology to enhance educational experiences.

Classrooms equipped with interactive panels, projectors, whiteboards and upgraded laptops.

Digital Content Management departments maintain digital repositories containing teaching modules, case studies, project reports, paper publications.

For meetings, Boardroom features plug-and-play facilities and mounted projector.

Auditorium is equipped with overhead projector and display screen.

Language Laboratory students have access to curated language-learning software and media to improve their language proficiency through interactive sessions.

Computer Laboratories equipped with latest technology to ensure that students acquire skills relevant to current market needs. Features include:

- High-Performance Laptops and Desktops
- Licensed Software: Systems run on genuine Windows 10 OS, with K7 anti-virus, firewall protection.
- Regular Upgrades

Digital Library offers

- E-Books and E-Journals: Free access to variety of scholarly materials.
- Wi-Fi Connectivity and CCTV Surveillance

Administrative Office has advanced systems, scanners, printers, biometric attendance and tools like Google Classroom.

Campus Connectivity is fully Wi-Fi enabled, offering 24/7 access to internet across all areas. The available services are:

- ACT Fibernet: 500 Mbps (currently active).
- BSNL Fibernet: 300 Mbps with three separate plans for redundancy and coverage.

Security

The campus is monitored by CCTV cameras and supported by website-based security systems.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.3.1-Purchase-bills-of-Computers-Printers-and-Projectors.pdf

4.3.2 - Number of Computers

97

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

156.61

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Surana College is dedicated to maintaining and utilizing its facilities effectively to create an optimal learning environment. The college operates 24 ICT-equipped classrooms,

with guidelines for allocation, usage, and maintenance. Classrooms are allocated through formal requisitions submitted via proper channels, ensuring resources are appropriately assigned. Teaching aids, including LCD projectors and computers, are managed by the IT department, ensuring faculty have the necessary tools for effective instruction.

The college provides modern branded desktops, managed by a permanent system administrator. This administrator oversees procurement, software licensing, and security measures, including antivirus protection and robust internet connectivity to meet browsing needs.

For practical learning, Surana College features eight specialized laboratories. Equipment procurement follows established channels, and strict safety protocols are enforced to ensure a secure environment for students.

In terms of sports, the college offers diverse facilities and activities, supervised by an annual Sports Committee, promoting physical education and ensuring eligibility for inter-college competitions.

The library employs systematic collection development and rigorous stock verification procedures to maintain resources. With clearly defined borrowing policies and a focus on preserving materials, the library supports academic excellence.

These comprehensive systems ensure Surana College remains a well-organized institution fostering both academic and extracurricular growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/4.4.2-Minute-s-of-Meeting-Maintenance-Committee.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

33

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

139

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

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

A. All of the above

File Description	Documents
Link to institutional website	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.1.3-Detailed-Report-of-Activities-Conducted-to-enhance-Soft-skills-Language-and-Communication-skills-and-Life-Skills-ICT-Computing-Skills-Enhancement-Programs.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
280	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
280	
File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File
5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

24

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

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

5.2.2.1 - Number of outgoing student progression to higher education

12

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

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

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil

Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

44

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

Students play an integral role in the administration, co-curricular, and extracurricular activities of an institution, fostering a collaborative and inclusive campus culture.

Administrative involvement comes through the Student Council, where elected representatives act as a bridge between the student body and the administration. They voice student concerns, advocate for their welfare, and assist in decision-making on policies affecting campus life.

In co-curricular activities, students actively engage in academic clubs, seminars, workshops, and research groups. These activities complement their academic learning, enhancing skills such as critical thinking, leadership, and collaboration. Students often lead academic events, guest lectures, and competitions, encouraging peer participation and intellectual growth.

Extracurricular activities offer students opportunities to participate in cultural events, sports, arts, and social initiatives. They take leadership roles in organizing festivals, sports meet, and community service projects, fostering teamwork and creativity. By managing events and representing their institution in intercollegiate competitions, students enhance their interpersonal and organizational skills.

Through these engagements, students develop a sense of responsibility, leadership, and belonging while enriching the academic and social fabric of the institution.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.3.2-Reports-on-the-Student-Council-Activities.pdf
Upload any additional information	View File

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

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

61

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

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

"The Alumni Association of Surana College", founded in 2020 and officially registered in 2022. The association aims to connect former students of Surana College with each other and institution, promoting social utility.

The Vision is empowering a lifelong connection between college and its alumni, fostering a community of lifelong learners, leaders and friends. The mission to provide opportunities for alumni to connect, stay engaged with the college.

The association has 577 (2017-24) registered members and opening balance of Rs. 5,77,000. These contributions are invaluable to the growth and success of institutions.

The 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. In order to maintain records of alumni and to create a strong bond between the alumni and the institution. The association has conducted five meetings in 2023-24.

Alumni also support the existing batch of students in organizing events, and extending support in various student activities Alumni contributions include mentorship, reference-

books (31Books) career guidance, and volunteering. The member's fee is 1000/ /-, and the account number is 923010016323619. The Association will be organizing get together on 24-8-2024.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/5.4.1-Detailed-Report-on-Alumni-Association-Activities.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

- To be the educational institution of the preferred choice ushering convergence of knowledge skills and values through holistic education.

Mission

- To Mould character and careers.

Surana College Peenya Campus aims to be the educational institution of choice, fostering a convergence of knowledge, skills, and values through a well-rounded, holistic education. With a focus on character and career development, the college is dedicated to shaping individuals who can excel in both personal and professional spheres.

This mission is supported by a decentralized organizational

structure that empowers department heads and faculty convenors with the authority to make key decisions regarding event schedules, guest lectures, and budget allocations. Faculty members are actively involved in planning and executing a variety of events, including guest talks, fests, and workshops, which enrich the student experience and support the college's educational objectives. While faculty leaders initiate these events and propose budgets, the final approval rests with the principal and higher authorities, ensuring alignment with the institution's vision and resources.

This collaborative structure allows the college to remain agile, responsive to student needs, and committed to upholding its mission of holistic development, all within a framework of responsible governance and accountability.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.1.1-Institution-and-Dept.-wise-Vision-Mission.pdf
Upload any additional information	View File

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

Recently conducted Antharagni fest exemplified a decentralized decision-making approach, empowering various committees and individuals to take responsibility for different aspects of event. This model enabled quicker decision-making and allowed for greater creativity and ownership among the participants.

Each team was entrusted with key responsibilities. Cultural committee, along with student leaders, was tasked with inviting guests and judges for various events. This decentralization allowed the teams to reach out to relevant professionals and industry experts, ensuring that the selection aligned well with themes and objectives of the fest.

Another critical component was LED display and technical arrangements, where decisions were made by technical

committee without central oversight, allowing for swift coordination and effective deployment of resources. Sponsorship team also functioned independently, securing financial support from various sources, ensuring the fest was well-funded without depending on a centralized authority.

Overall, decentralized decision-making fostered accountability and collaboration, allowing each group to contribute meaningfully to the fest's success. The autonomy given to different teams ensured that the event ran smoothly and efficiently, with diverse inputs enriching the overall experience for both participants and attendees.

The entire program was guided and monitored by head of the institution along with managing trustee which demonstrates participatory management.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.1.2-Participation-of-Faculties-in-Academic-Administrative-Bodies.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institution Innovation Council (IIC) has launched several initiatives aimed at fostering entrepreneurial skills among students. A key focus has been on creating opportunities for students to learn directly from industry experts through guest talks and motivational sessions led by successful entrepreneurs. These events offer invaluable insights into the entrepreneurial journey, challenges, and strategies for success.

Following are the 2 initiatives under Institution Innovation Council for the academic year 2023-24

One of the standout initiatives was the organization of an "Eat Mart," where students experienced hands-on

entrepreneurial activities, learning about business management and customer engagement in a real-world setting.

The flagship initiative, however, was the boot camp at PUPA Hubli, where students were given the opportunity to present their innovative business ideas. Our students proposed a groundbreaking idea of using parthenium, an invasive weed, to develop eco-friendly pesticides, showcasing their creativity and practical application of entrepreneurial principles.

This initiative not only allowed students to demonstrate their innovative thinking but also helped them gain experience in pitching their ideas in a competitive environment, boosting their confidence and skills for future entrepreneurial endeavors.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.1-Strategic-Plan-and-Deployment.pdf
Upload any additional information	View File

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

The organizational structure of Surana College is designed to efficiently manage its key functions, including Administration, Academics, Examinations, and Human Resources, through a clear hierarchy. This hierarchy includes the Board of Management, Governing Council, Principal, IQAC Director, Criteria-In-Charges, Departments, Committees, Faculty, and Stakeholders, ensuring smooth operations across the institution.

To enhance the educational experience, the college has established various faculty and student committees focused on learning, teaching, administration, cultural activities, sports, and overall development. These committees play a crucial role in improving the institution's academic and extracurricular environment.

Since its inception, the college has implemented a strategic plan aligned with its vision and mission. This plan is executed through IQAC meetings, which guide the institution's direction. Key elements include introducing multidisciplinary undergraduate programs, promoting research, enhancing diversity in admissions and faculty recruitment, and establishing state-of-the-art laboratories.

Transparency is maintained through the Administrative and Service Manual, which outlines policies on service conditions, roles, increments, leave policies, and incentives for faculty participating in Faculty Development Programs (FDP).

Committed to continuous improvement and academic excellence, the college regularly benchmarks and assesses its progress, creating an inclusive and nurturing environment for both students and faculty.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.2-Service-Rules.pdf
Link to Organogram of the Institution webpage	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.2.2-Organogram-of-the-Institution.pdf
Upload any additional information	View File

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution is committed to ensuring the well-being of both its teaching and non-teaching staff through a range of welfare measures that enhance their professional and personal lives. For teaching staff, the institution provides financial assistance for research, grants for attending national and international conferences, and access to training programs focused on professional development. Faculty members are also supported with incentives for publishing research and guiding students in academic projects.

In addition to academic growth, the institution offers health insurance and subsidized medical facilities, ensuring that staff members have access to essential healthcare. Regular health camps are organized for both teaching and non-teaching staff, covering routine check-ups and preventive care.

For non-teaching staff, the institution ensures job security through schemes like the Employee Provident Fund (EPF) and gratuity benefits, recognizing their contributions to the institution's functioning. They are also provided with opportunities for professional skill development to enhance their expertise.

The institution promotes a healthy work-life balance by organizing recreational activities, family events, and offering leave benefits. These measures foster a supportive work environment, increasing job satisfaction and loyalty, contributing to a motivated workforce. The welfare programs are periodically reviewed to meet evolving staff needs.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.3.1-List-of-Beneficiaries-of-Welfare-Measures.pdf
Upload any additional information	View File

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

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

28

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

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

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

2

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

22

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The Institution's Performance Appraisal System for teaching and non-teaching staff functions as a key tool for evaluating performance, fostering growth, and aligning individual

contributions with institutional goals. For teaching staff, performance is appraised based on teaching quality, research output, student feedback, contributions to curriculum development, and involvement in co-curricular and extracurricular activities. Faculty members are required to submit a detailed self-assessment annually, which is reviewed by a designated committee. This review identifies areas of strength and improvement, ensuring continuous professional development.

For non-teaching staff, the appraisal system emphasizes punctuality, efficiency, teamwork, and adherence to institutional norms. Supervisors conduct regular evaluations based on job performance, discipline, and commitment to institutional tasks. Constructive feedback is provided to promote growth and address any shortcomings.

The system is transparent and objective, aiming to improve overall institutional effectiveness by encouraging accountability and excellence. It supports promotions, salary increments, and career development, while also identifying specific training needs. This systematic approach ensures that both teaching and non-teaching staff are motivated to achieve higher standards of performance, contributing positively to the institution's long-term success.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.3.5-Appraisal-Forms-for-Teaching-Non-teaching.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

College conducts internal and external financial audits regularly to ensure transparency and compliance.

Internal Audits: Conducted periodically by M/s DAGIYA and Co, these audits evaluate efficiency of financial processes, internal controls and adherence to institutional policies.

Internal auditors review transactions, assess compliance with regulations and identify areas for improvement. Audit objections are discussed with accounts staff and the principal to clarify issues and implement corrective measures.

Areas Covered During Audit:

1. Verification of Opening Balances
2. Cash Book Vouching
3. Bank Book Vouching
4. Receipts
5. Verification of Bank Reconciliation Statement
6. Verification Journal Vouchers
7. Verification of Salary
8. Verification of Inter Branch Transactions

External Audits: M/s HARSH JAIN & CO performs comprehensive external audits, checking vouchers, receipts, bank reconciliations and compliance with tax regulations. They examine policies and procedures to ensure adherence to government guidelines. After audit, findings are shared with management for review.

Mechanism for Settling Audit Objections: Objections raised during audits are systematically documented. Accounts department collaborates with auditors to address these concerns. Timely corrective actions are taken and follow-up meetings are held for resolution. Final reports, including clarifications are submitted to Governing Council for oversight, ensuring a robust mechanism for continual improvement in financial management.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.4.1-Internal-External-Audit-Reports.pdf
Upload any additional information	View File

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

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

0

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

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

- The institution's resource mobilization policy is designed to ensure financial sustainability and effective resource management. Key strategies include:
- **Self-Generated Revenue:** The institution relies on student fees as a primary source of funding.
- **Corporate Partnerships:** The GDA Foundation oversees fundraising efforts, receiving annual support from Micro Labs for infrastructure development.
- **Investment Income:** Additional funds are generated through interest from the corpus fund.
- **Government Grants:** The institution actively applies for grants from bodies such as UGC, AICTE, NAAC.

- **Infrastructure Monetization:** Institution is in prime location with easy commutable services. Funds received by outsourcing infrastructure
- The state-of-the-art auditorium is rented to other institutions, generating income.

Optimum utilization of funds is ensured through: -

- Adequate funds are allocated for effective teaching-learning practices that include Orientation Programmes, ERP, LMS, Induction Programmes, Research activities, Workshops, Inter-disciplinary activities, training programmes that ensures quality education.
- Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities and Journals to augment learning practices.
- Adequate funds are utilized for development and maintenance of infrastructure.
- Funds are allocated for social service activities through NSS, NCC, Rotaract and Student council.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.4.3-Resource-Mobilization-Policy.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

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

Practice - 1: Collaborative Synergy Exchange Program

College IQAC is committed to fostering collaborative learning among students, where learners engage collectively to exchange ideas, share experiences, and enhance their academic growth and intercultural understanding. In this spirit, the IQAC launched an initiative, Faculty and Student Exchange Program on 26.10.2023 & 27.10.2023.

This program enabled faculty and students from Surana

College, Marudhar Kesari Jain College for Women, and GTN Arts College to come together for shared learning and professional development. Through presentations, cultural exchanges, and an industrial visit to Micro Labs Ltd.

Practice - 2: CO-PO Orientation

Outcome-Based Education framework plays pivotal role in ensuring that students acquire the essential skills, knowledge, and attitudes required to excel in their careers. Crucial aspect of this framework are the COs and POs which guide teaching and learning process. To enhance the understanding and application of OBE, Surana IQAC has taken the initiative to raise awareness among faculty members regarding the effective framing of COs and Pos which help faculty design, deliver, and assess courses that align with these outcomes.

Through workshops, IQAC facilitates faculty development by providing guidance on creating and attaining COs and POs, fostering a collaborative environment for continuous academic growth.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.1-Two-Practices-Institutionalized-as-A-Result-of-IQAC-Initiatives.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

College, accredited with A Grade by NAAC, has undertaken significant reforms to enhance its teaching-learning processes through IQAC initiatives. College has established MOUs with industry leaders and academic institutions to integrate specialized certification programs that align academic instruction with industry demands. These partnerships include,

- Personality Development Certification with VSLN Corporate

Solutions,

- Advanced certifications in Excel,
- Digital Marketing, Power BI,
- Tally, and Supply Chain Management with HTG,
- Data Science with JetKing,
- Diploma in Cyber Security with Boston Solutions.

These programs aim to equip students with essential skills to increase their employability and adaptability.

To support both advanced learners and slow learners, the college implements a learning level identification mechanism, ensuring tailored pedagogical strategies. Advanced learners are provided with enrichment activities and personalized challenges, while slow learners receive additional support to facilitate their academic progress.

The Learning Management System (LMS) is a critical tool in this process, with faculty trained to use it for content delivery, tracking student progress, and fostering online engagement. Regular assessments of the LMS content ensure that it remains relevant and dynamic.

Additionally, Surana College has actively participated in the NIRF ranking process and achieved ISO certification, reflecting its commitment to maintaining high standards and institutional accountability.

File Description	Documents
Paste link for additional information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.2-Institutional-Reviews-and-Implementation-of-Teaching-Learning-Reforms-Facilitated-1.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of

A. All of the above

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

File Description	Documents
Paste web link of Annual reports of Institution	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/6.5.3-Annual-reports-of-Institution.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Empowering Through Gender Equity

Our institution has significantly promoted gender equity and nurtured an inclusive culture on campus. Through a comprehensive Gender Audit and proactive measures, we have established a secure environment where all individuals, regardless of gender identity, feel respected, valued, and supported.

Curricular Sensitization

College has integrated gender sensitivity into the curriculum. Faculty participate in workshops on gender-sensitive teaching, ensuring inclusive classroom interactions.

Co-curricular Activities

Beyond the classroom, we support student-led gender equity clubs and organizations, creating avenues for open dialogue and awareness campaigns to dismantle barriers and confront gender stereotypes.

Facilities for Women on Campus for Safety and Security

We maintain well-lit pathways, CCTV surveillance, provide separate common rooms, restrooms, psychological counseling, and sanitary pads, career support, mentorship, and skill development workshops for women.

Inclusivity and Transgender Admission

We warmly welcome individuals of all gender identities, including transgender students, faculty, and staff. Inclusive admissions process ensures respect and support for transgender applicants.

Celebrating Diversity

We engage in LGBTQ+ awareness events and Pride celebrations, highlighting the contributions of transgender individuals.

Conclusion

We take pride in our strides towards gender equity and inclusivity. Through rigorous efforts, we have created an environment that empowers everyone to achieve their fullest potential.

File Description	Documents
Annual gender sensitization action plan	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.1-Annual-Gender-Sensitization-Action-Plan-Activities-conducted.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.1-Facilities-for-Women-on-Campus-for-Safety-and-Security.pdf

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

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

Surana College Peenya Campus has implemented an effective waste management system focused on sustainability and environmental responsibility.

For solid waste, the campus uses separate bins for biodegradable and non-biodegradable materials, which are collected and recycled by BBMP. To promote waste reduction, the college conducts regular awareness campaigns. In terms of liquid waste management, biodegradable waste is redirected to the campus biogas system, supporting renewable energy use and minimizing environmental impact.

The campus does not produce biomedical or radioactive waste; however, we have a robust e-waste management policy. Any electronic or electrical waste is responsibly disposed of by authorized BBMP recyclers, ensuring compliance with regulatory guidelines. The waste recycling system further supports sustainability by holding paper collection drives and repurposing materials for campus use, advancing a circular economy model.

For hazardous chemicals, strict protocols are in place; chemicals used in laboratories are safely stored and sent to Micro Labs for compliant disposal. This structured approach reinforces the college's commitment to sustainable waste management.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	https://www.suranacollegepeenya.edu.in/wp-content/uploads/2024/11/7.1.3-Geotagged-Photographs-of-Degradable-and-Non-Degradable-Waste.pdf
Any other relevant information	View File

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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants	A. Any 4 or All of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo tagged photos / videos of the facilities</td><td>View File</td></tr> <tr> <td>Any other relevant documents</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Geo tagged photos / videos of the facilities	View File	Any other relevant documents	View File					
File Description	Documents										
Geo tagged photos / videos of the facilities	View File										
Any other relevant documents	View File										
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution											
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Reports on environment and energy audits submitted by the auditing agency</td><td>View File</td></tr> <tr> <td>Certification by the auditing agency</td><td>View File</td></tr> <tr> <td>Certificates of the awards received</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Reports on environment and energy audits submitted by the auditing agency	View File	Certification by the auditing agency	View File	Certificates of the awards received	View File	Any other relevant information	View File	
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Reports on environment and energy audits submitted by the auditing agency	View File										
Certification by the auditing agency	View File										
Certificates of the awards received	View File										
Any other relevant information	View File										
7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path,	A. Any 4 or all of the above										

lights, display boards and signposts
Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5.
Provision for enquiry and information :
Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution is dedicated to fostering an inclusive environment by promoting tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic diversities. Celebrations of Rama Navami, Ethnic Day, and Christmas Day offer opportunities for students to engage with and appreciate various cultural and religious practices, thereby promoting mutual respect and unity. These events create a platform for students to showcase their heritage, fostering a sense of belonging and harmony within the campus community.

Inclusive initiatives extend beyond cultural celebrations, with the institution actively supporting students through programs like the HIV Awareness Program, which addresses important social issues and encourages compassion and understanding, regardless of socioeconomic background.

The institution's commitment to inclusivity is also reflected in its infrastructure, offering ramps, lifts, and accessible

washrooms for students with disabilities, ensuring equal access to facilities.

To further support diversity, a wide range of scholarships, such as the Samudaya, Champ, Udaan, Samarthan, and Divyaang Scholarships, are offered to students based on merit, economic background, physical challenges, and other criteria. These scholarships ensure that all students, regardless of their background, have the opportunity to succeed and thrive in an inclusive academic environment.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

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

The Constitution of any nation is the cornerstone of its governance, shaping the legal framework and defining the principles by which a country operates. It is crucial for every citizen to be well-informed about their constitutional rights, duties, and responsibilities. Recognizing this, Surana Degree College Peenya places a high priority on fostering constitutional awareness among its students and staff.

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.

Following are the activities conducted to inculcate Values Necessary to Render Students in to Responsible Citizens during academic year 2023-24.

- Independence Day
- Republic Day
- Voters Day
- Voting Awareness Program
- Sexual Harassment Prevention

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

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

Surana College has actively organized several national commemorative events during 2023-24, demonstrating its commitment to promoting national pride, unity, and civic responsibility. Celebration of Republic Day on 26th January 2024 featured a dignified flag hoisting ceremony, led by Chief Guest Mr. Sreeshankar Gurujalam. The event included an NCC drill, cultural performances, and speeches that highlighted the significance of Republic Day, with active participation from both students and faculty.

Similarly, the 76th Independence Day on 15th August 2023 at Surana College, Peenya, was marked by an impressive guard of honor led by NCC cadets. The event featured a flag-raising ceremony by Colonel Samith Karki, followed by various cultural programs, including patriotic dances, a yoga demonstration, and a drama depicting themes of unity and freedom. The event emphasized the spirit of patriotism, the importance of a healthy lifestyle, and teamwork.

In addition to national celebrations, the institution also marked Teacher's Day, recognizing the dedication of staff members, and promoting a sense of community through cultural activities.

College celebrated Kargil Vijay Diwas on 26-07-2023, A Solemn Tribute and Patriotism Awakening.

These events fostered a deeper understanding of the country's

values and created opportunities for students to express their patriotism through performances and participation.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Practice 1: Student Faculty Exchange Program

Objectives:

1. Academic Enrichment
2. Research Collaboration
3. Professional Development

Context:

College made MOU with GTN College and MKJC for student-faculty exchange program.

Practice:

- Institutional Collaboration
- Student Exchange
- Faculty Exchange
- Cultural Exchange
- Research Collaboration
- Professional Development
- Knowledge Transfer
- Evaluation and Feedback

Conclusion:

Student-faculty exchange program between Surana College Peenya, GTN College, and MKJC promotes academic collaboration

and cultural exchange, benefiting over 350 students.

Practice 2: Fist Full of Rice

Objective:

1. Building a Supportive Community Network
2. Community Engagement and Participation
3. Promoting Volunteerism and Philanthropy

Context:

College's "Fist Full of Rice" initiative is commendable grassroots effort to combat food insecurity, by inviting students, faculty and staff to regularly contribute fistful of rice.

Practice:

- Students, faculty, and staff regularly contribute fistful of rice and donated to needy.
- Program encourages connection to real-world challenges like food insecurity.

Evidence of Success

1. Quantity of Rice Collected: 100-110 kg every year
2. Participation Levels: Goal to involve all students, faculty and staff.
3. Impact on the Needy: Program helped many needy families.

To motivate and celebrate participation, the initiative recognizes exceptional contributions with Gold, and Platinum awards.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and

thrust within 200 words

Exemplary Community Service (ECS) at Surana College, Peenya 2023-24"

Introduction

College has integrated ECS into its core mission, distinguishing itself by adopting villages in Nanjangud taluk. This commitment showcases the college's aim to extend its influence beyond academics. The service is still into effect and is been continued for 2023-24 as well. This report explores Surana College's impactful community service efforts in Nanjangud taluk, coordinated by K. Ramesh.

Adoption of Nanjangud Taluk

Surana College's initiative to adopt Nanjangud Taluk reflects its desire to address the community's pressing needs. College conducted thorough research to understand local challenges, forming partnerships with local authorities to ensure a collaborative approach. By implementing various initiatives, the college addressed the aspirations of marginalized villagers.

Initiatives and Projects

- **Education:** Establishing a learning center that provides quality education and skill development, support for physically challenged students.
- **Healthcare:** Organizing free health camps and awareness campaigns.
- **Environmental Conservation:** Tree planting and waste management initiatives.
- **Financial Assistance:** Facilitating access to government schemes for marginalized individuals, ensuring timely aid.

Sustained Maintenance and Long-Term Impact

College emphasizes long-term impact through monitoring, capacity building, and collaboration with various stakeholders. By empowering villagers and involving them in decision-making, the college fosters ownership and sustainability.

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

7.3.2 - Plan of action for the next academic year

Objective: To enhance academic excellence, increase student enrollment, and promote industry collaboration while ensuring permanent affiliation with Bangalore University.

1. Achieving Permanent Affiliation with Bangalore University
2. Increasing BCA Intake
3. Submission of Proposals for MSc Programs
4. Introduction of Industry-Oriented Certification Programs
5. Operating the Institution in Shifts
6. Strengthening the Research Committee
7. Enhancing the Institution's Innovation Cell (IIC)
8. Inculcating Entrepreneurial Acumen in Students

Monitoring and Evaluation:

- Establish key performance indicators (KPIs) for each initiative.
- Schedule regular review meetings to assess progress and make necessary adjustments.
- Gather feedback from students and faculty to refine programs and initiatives continuously.

Conclusion:

This comprehensive plan of action for Surana College aims to achieve significant growth and development in the academic year 2024-25, fostering an environment conducive to learning, innovation, and collaboration with industry partners.