YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	SURANA COLLEGE
• Name of the Head of the institution	DR. BHAVANI M R
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08026642292
• Alternate phone No.	0802651095
• Mobile No. (Principal)	9880713553
• Registered e-mail ID (Principal)	principal@suranacollege.edu.in
• Address	No 16, South End Road
• City/Town	Bangalore
• State/UT	Karnataka
• Pin Code	560004
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	07/09/2021
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Self-financing**
• Name of the IQAC Co-ordinator/Director	**Dr A Srinivas**
• Phone No.	**08026541095**
• Mobile No:	**9341241249**
• IQAC e-mail ID	**iqac@suranacollege.edu.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.suranacollege.edu.in/wp-content/uploads/2023/05/AQAR-2020-21.pdf
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/Academic Calendar & Teaching Plans.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A+**	**3.49**	**2019**	**01/05/2019**	**31/12/2026**
Cycle 1	**A**	**3.44**	**2014**	**21/02/2014**	**20/02/2019**

6.Date of Establishment of IQAC	**05/08/2009**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Dr.Nagarathna Hegde	Grant in Aid, Capaciity Building	ICPR-Central Govt	25/04/2022	15000
Dr. Farzana Tasneem M I	Research Project-Govt of Karnataka	KSTA	19/04/2022	30000
Dr. Malini Shetty A.G.	Research Project-Govt of Karnataka	KSTA	19/04/2022	25000
Dr. Seethalaxmi Madhukar Sankolli	Research Project-Govt of Karnataka	KSTA	19/04/2022	30000
Dr. Sumaiya Tabassum	Research Project-Govt of Karnataka	KSTA	19/04/2022	35000
Chandan Hedge	Research Project-Govt of Karnataka	KSTA	11/11/2021	30000

8.Provide details regarding the composition of the IQAC:

• Upload the latest notification regarding the composition of the IQAC by the HEI	View File	

9.No. of IQAC meetings held during the year	4
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	Yes
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded

10.Did IQAC receive funding from any 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)

• One Day Faculty Orientation on Second Semester English Syllabus for NEP 2020. • 14 Day International Research Capacity Building Programme. • Team Building Among Teachers with Innovative Pedagogy. • 2 Days Training Programme on SPSS And Quantitative Research Methods. • The workshop titled "Scientific Document Writing using LaTeX" was conducted on 7th and 8th of June 2022 at Surana College, Kengeri Satellite Town.

12.Plan of action chalked out by IQAC at 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
• To enhance ICT infrastructure	• 34 Desktop, 16 Laptops are purchased during 2021-22
• To conduct faculty development programme to strengthen Academia – Industry link	• 5 Training programs are conducted for teaching staff. • Seed Money was given to 29 faculties with total amount of Rs. 1, 97, 750 • 7 Faculties provided financial incentives to attend training programs, conferences • 22 faculties attended different training programs conducted by other organizations.
• Conduct Extension and outreach activities to make students aware of existing problems in the society	• 55 Extension activities conducted in coordination with NSS unit, Rotary BBMP around 2000 students benefited
• Conduct Student Satisfaction Survey on overall institutional performance	• Student Satisfaction Survey Conducted – Results and Details Uploaded on institutional website
• Introduce value Added Courses to impart transferable and life skills Among Students	• 33 Value added courses introduced during the year 1715 students benefited
• NIRF ranking & AISHE-2021	• Participated in NIRF ranking & AISHE -2022
• Research promotion and publications	• Following are the activities related to research. • Committee constituted. • Patents done by faculties. • Ongoing students research paper/projects • Ongoing faculty research paper/projects • Research policy • Research Equipment's • Innovations • Funding from outside agencies

13.Was the AQAR placed before the statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
BOARD OF GOVERNORS	09/04/2022

14.Was the institutional data submitted to AISHE ? | **Yes**

- Year

Year	Date of Submission
2021-22	12/01/2023

15.Multidisciplinary / interdisciplinary

Institute has taken conscious effort to ensure that various departments working under different schools (Humanities, commerce and management and Science) begin envisioning how the curriculum can be blended in near future to bring in interdisciplinary and multidisciplinary approaches. It involves fostering an environment that encourages collaboration, knowledge sharing, and integration of diverse perspectives and expertise. Following initiatives undertaken by institute: Assess the current state: A core team was constituted to evaluate existing structure, culture, and practices of the institution to understand its strengths, weaknesses, and areas for improvement. The team then identified any existing multidisciplinary initiatives or teams. Develop a shared vision: The leadership team along with core team clearly defined the purpose and goals of institution's multidisciplinary approach. We created a vision statement that communicates importance and value of integrating diverse disciplines. Encourage diverse recruitment: Institute decided to actively seek individuals with diverse backgrounds, expertise, and perspectives during the hiring process. Foster collaborative culture: Efforts were made to promote a culture of collaboration, cooperation, and open communication within institution. Employees encouraged to engage with colleagues from different disciplines, share ideas, and seek opportunities for interdisciplinary projects. Create interdisciplinary teams: Few cross-functional teams were established that bring together individuals from different disciplines to work on specific projects or initiatives. Encourage team members to exchange knowledge, learn

from each other, and leverage their diverse expertise to solve complex problems. Students have been benefitted through community engagement and environmental learning. Provide interdisciplinary training and development: Research and Development cell offered training programs, workshops, and seminars that promote interdisciplinary thinking and collaboration. This helped employees understand value of multidisciplinary approaches. Develop shared spaces and platforms: Institute also initiated a separate physical and virtual spaces where individuals from different disciplines can come together to exchange ideas, collaborate on projects, and share resources. Support interdisciplinary research and projects: The leadership also allocated resources, funding, and time for interdisciplinary research and projects within the institution. Encouragement was given to employees to pursue interdisciplinary initiatives and provide the necessary support to ensure their success. Establish interdisciplinary governance structures: The IQAC also created a task force that oversee and promote the institution's multidisciplinary approach. This body was responsible for coordinating interdisciplinary projects, evaluating outcomes, and providing guidance on integrating disciplines. Recognize and reward interdisciplinary efforts: Decision was taken to acknowledge and celebrate individuals or teams that actively contribute to the institution's multidisciplinary approach. The annual review and evaluation also considered incorporating interdisciplinary achievements into performance evaluations, promotions, and reward systems. Seek external collaborations: Institute has sought Collaboration with external organizations, universities, or experts from different disciplines to foster cross-pollination of ideas and knowledge. Measures are envisaged to engage in joint projects, conferences, or partnerships that promote multidisciplinary approaches. Monitor and evaluate progress: Institute has set up a mechanism to continuously assess the effectiveness of the institution's efforts to become more multidisciplinary. This has helped the institute to collect feedback from employees, track interdisciplinary projects, and evaluate the impact of institution's multidisciplinary approach on achieving its goals.

16.Academic bank of credits (ABC):

The Institute has been registered under the ABC to permit our students to avail the benefit of multiple entries and exit during the chosen programme. Efforts have been initiated through scouting for like-minded institutions/Universities for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Here are some initiatives that the institute has

undertaken: Curriculum Mapping: The institute has mapped its curriculum to the learning outcomes and competencies required by the ABC. This ensures that the courses offered align with the credit requirements and can be easily transferred and recognized by other institutions. Credit Transfer Policy: The institute has established a clear credit transfer policy that outlines the criteria and process for transferring credits earned by students. This policy has adhered to the guidelines and standards set by the ABC. Articulation Agreements: The institute is working on establishing articulation agreements with other educational institutions, including universities and colleges, to facilitate the transfer of credits. These agreements specify the recognition of credits earned at the institute and ensure seamless credit transfer for students. Documentation and Records: The institute has established the necessary infrastructure to maintain comprehensive documentation and records of student achievements, including course syllabi, transcripts, and assessment results. This documentation serves as evidence for the credits earned by students and facilitates credit transfer processes. Quality Assurance: The institute has embraced a robust quality assurance mechanism in place to ensure the academic rigor and standardization of its courses. This includes regular curriculum review, assessment of learning outcomes, and monitoring of teaching methodologies. Student Support Services: The institute has setup the necessary infrastructure to provide adequate support services to students regarding credit transfer processes. This includes academic advising, counselling, and assistance in understanding the credit transfer requirements and procedures. Awareness and Communication: The institute has undertaken initiatives to create awareness among students, faculty, and staff about the Academic Bank of Credit and the benefits of credit transfer. Clear communication channels have been established to address any queries or concerns regarding credit transfer.

17.Skill development:

The institute has made efforts to strengthen vocational education and soft skills of students in alignment with the National Skills Qualifications Framework (NSQF. Some of the initiatives undertaken for achieving the alignment are:- Curriculum Development: The Institution has revised their curricula to align with the NSQF. We have integrated vocational education and training (VET) courses into the programs, ensuring that students gain practical skills and knowledge in addition to theoretical concepts. The curricula are designed to meet the specific requirements of various industries and job roles, providing students with relevant vocational skills. Skill-based Training: The Institution has established dedicated skill

development centers under the Training and Development cell within the campus. Specialized training programs are offered in collaboration with industry partners, focusing on specific vocational skills. Students can enroll in these programs alongside their regular courses to acquire practical skills demanded by the job market. Industry Partnerships: The Institute has formed partnerships with industries and organizations to bridge the gap between academia and the industry. These partnerships involve industry experts contributing to curriculum design, providing guest lectures, conducting workshops, and offering internships or apprenticeships to students. Such collaborations ensure that students receive industry-relevant training and exposure to real-world scenarios. Soft Skills Training: Recognizing the importance of soft skills, the institute has incorporated comprehensive soft skills training into the curriculum. We offer courses and workshops on communication skills, teamwork, problem-solving, leadership, and other essential skills. These programs aim to enhance students' employability by developing their interpersonal and professional skills. Assessment and Certification: The Institute has implemented assessment and certification mechanisms aligned with the NSQF. They conduct regular evaluations of students' vocational skills and knowledge, often in collaboration with industry experts. Certificates and diplomas are awarded to students based on their performance in these assessments, which are recognized and valued by employers. Career Counseling and Guidance: Career counseling services are provided to students, helping them explore various vocational pathways and make informed decisions about their education and career choices. Career guidance programs assist students in understanding the NSQF levels, job roles, and potential career prospects associated with different qualifications. Quality Assurance: Through the IQAC, the institute has ensured quality assurance in vocational education by adhering to the guidelines and standards set by the NSQF. They undergo periodic reviews and audits to maintain compliance with the framework, making necessary revisions to their programs and teaching methodologies.

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

By integrating the Indian knowledge system into the institution, we intend to contribute to the preservation, promotion, and contemporary relevance of traditional wisdom, fostering a deep sense of cultural identity and appreciation among students and faculty members. Efforts are being made to inculcate the various proponents of IKS into the system of the institute. The following are the efforts that have been undertaken – Curriculum Development: Initial

efforts have been put through revising the curriculum to include subjects or modules that focus on Indian knowledge systems. Subjects such as Yoga, traditional arts and crafts have been imbibed. By offering these subjects as part of the curriculum, students have been benefitted with a holistic and comprehensive understanding of the Indian knowledge system. Guest Lectures and Workshops: The institute has invited experts and practitioners from various traditional Indian disciplines to deliver guest lectures or conduct workshops can enrich students' learning experience. These experts have shared their knowledge and insights into traditional practices, indigenous wisdom, and cultural heritage. This exposure helped students appreciate and understand the Indian knowledge system from firsthand experiences. Cultural Events and Celebrations: Organizing cultural events and celebrations within educational institutions has helped foster an environment that values and promotes the Indian knowledge system. Events such as traditional music and dance performances, festivals, art exhibitions, and cultural fairs provides platforms to showcase and celebrate indigenous knowledge, arts, and practices. These events have created awareness and generate interest among students, encouraging them to explore and appreciate the richness of the Indian knowledge system. Faculty Development and Training: Providing faculty members with training and development programs on the Indian knowledge system has enabled them to incorporate relevant content and pedagogical approaches into their teaching. Faculty members are encouraged to attend workshops, seminars, and conferences focused on traditional knowledge systems, ensuring they have the necessary expertise to integrate Indian knowledge into their courses effectively. It is also planned to establish partnerships and collaborations with indigenous communities and practitioners is crucial for integrating the Indian knowledge system into institutions. Such collaborations can lead to knowledge exchange programs, joint research projects, and community engagement initiatives that promote the Indian knowledge system. Good practices for skill development include Curriculum alignment with requirements of the industry and the job market, practical learning opportunities with the industry, skill-oriented courses and electives, industry collaboration, skill assessment and feedback for all the students of the institute.

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

When focusing on outcome-based education, there are several best practices adopted by the institute. Outcome-based education emphasizes the desired learning outcomes and places less emphasis on traditional teaching methods. Here are some key practices to help the institute focuses on to achieve outcome-based education: Define

clear learning outcomes: Faculties clearly define the expected learning outcomes for each course or program. These outcomes are measurable and are expected to be specific, measurable, achievable, relevant, and time-bound (SMART). They should describe the knowledge, skills, and competencies that students should acquire. Align curriculum and assessments: The institute ensures that the curriculum is aligned with the desired learning outcomes. The faculties develop assessments that directly measure the attainment of these outcomes. This alignment ensures that teaching and learning activities are targeted toward achieving the desired outcomes. Use constructive alignment: Faculties have implemented constructive alignment by designing teaching and assessment strategies that support the achievement of desired outcomes. This involves designing learning activities that promote active student engagement and aligning assessments with the desired outcomes. Engage students in the learning process: Faculties encourage active student participation in the learning process. Use learner-centered approaches such as problem-based learning, case studies, group projects, and discussions are actively used. Students are provided ample opportunities to apply knowledge and skills in real-world contexts. Provide timely and constructive feedback: Faculties offer regular and timely feedback to students on their progress toward achieving learning outcomes. Feedback provided is specific, constructive, and focused on helping students improve their performance. This feedback loop allows students to track their progress and make necessary adjustments. Foster collaborative learning: Faculties promote collaboration and teamwork among students. Students are encouraged to work together on projects, discussions, and problem-solving activities. Collaborative learning helps develop communication, interpersonal, and teamwork skills, which are often essential outcomes in many disciplines. Continuous improvement and evaluation: The IQAC regularly evaluates the effectiveness of the teaching methods and assessments in achieving the desired outcomes. The IQAC collects and analyzes data on student performance, feedback, and program outcomes. This information is used to make informed decisions for continuous improvement. Engage stakeholders: Through structured mechanism, the institute involves stakeholders such as employers, industry professionals, alumni, and accrediting bodies in the process. Their inputs are regularly sought on the desired learning outcomes, curriculum design, and assessment methods. Their perspectives are documented and provide valuable insights into industry needs and help ensure the relevance of the education provided.

20.Distance education/online education:

Blended learning, which combines traditional classroom instruction with online learning activities, has become increasingly popular in the institute. The institute has identified select online tools and resources that align with the students' learning objectives and are user-friendly for both students and teachers. The institute has been using learning management systems, interactive websites, educational apps, and multimedia content. Faculty strike a balance between online and offline activities to ensure students have a mix of both virtual and face-to-face interactions. This could involve using online resources for independent study and using in-person sessions for discussions, hands-on activities, and assessments. Some of the best practices include: Optimum utilization of learning management systems (LMS): The institute has implemented a robust learning management system that serves as a centralized platform for course delivery, content dissemination, assessments, and student interaction. The LMS has supported discussion forums, chat features, video conferencing, and assignment submission. Adapt instructional strategies: Faculties consider the unique requirements of ODL when designing instructional strategies. They blend theoretical content with practical applications through virtual labs, video demonstrations, and case studies. They also provide hands-on experiences through internships, on-the-job training, or practical workshops with collaborated organizations wherever possible. Offer student support services: Faculties provide comprehensive support services to students pertaining to ODL, including academic advising, counselling, technical assistance, and access to learning resources. Students are encouraged to register for NPTEL, NSDC and other MOOCS through established channels for students to seek help.

Extended Profile

1.Programme

1.1   **9**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.Student

2.1   **2291**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	[View File]()

2.2   **710**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]()

2.3   **808**

Number of students who appeared for the examinations conducted
by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]()

3.Academic

3.1   **560**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]()

3.2   **86**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**9**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	**2291**

File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	**710**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	**808**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 Number of courses in all programmes during the year:	**560**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	**86**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.3 Number of sanctioned posts for the year:	**86**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**545**
4.2 Total number of Classrooms and Seminar halls	**42**
4.3 Total number of computers on campus for academic purposes	**412**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**419.87**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The courses offered by Surana College are relevant to local, national, and international needs for growth and development. The content, pedagogy and evaluation of each course are designed to ensure the attainment of the Course Outcomes.

Every department of study that provides a programme has a Board of Studies (BoS) made up of internal and external members. faculty

members of Surana are internal and subject experts from industry, alumni and other educational institutions are external members.Courses designed by the faculty are recommended for approval in the BoS, where they are discussed and approved, and are forwarded to Academic Council for final ratification.

Each programme includes overall programme outcome, program-specific outcome, and course outcome for each course. Additionally, each course or subject within a specific programme has a course objective that outlines the course's learning outcomes. Since all of Surana's programmes adopted the NEP Scheme in 2021-22, significant adjustments have been made to each programme, and the course objectives and outcomes are now made explicit.

Salient Features:

- Industrial/Field visits, Internships in industries, project reports are made mandatory.
- Also, to enhance the employability & entrepreneurial skills of the students, Value added courses/Certificate courses/Add on courses are conducted by each department every year.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/1.1.1%20Curriculum%20development%20process%20link%20to%20be%20given.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

8

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development

offered by the Institution during the year

`112`

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

`105`

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

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

`12`

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

In order to integrate cross cutting issues relevant to the above issues, Bangalore university has incorporated a number of courses into curriculum and we as Autonomous Institute also has incorporated a variety of courses into curriculum relating to the above issues, aiming to instill social and ethical issues, environmental sustainability etc. resulting in holistic development of the students.

- **Professional Ethics:** Students are offered courses on professional ethics to equip them with necessary soft skills for prospective future profession.
- **Gender Sensitivity:** There are numerous activities on gender sensitivity issues that allow students to interact with real life circumstances such as field work, community outreach and gender sensitization activities under Internal Complaints Committee. (ICC)
- **Human Values:** Organizing Blood Donation camps, health checkup camps, Hygiene and health workshops, cleanliness drives, guest lectures on social concerns, feeding during corona times are some of the examples of social developments taken up by students and faculty members.
- **Environment Studies:** All UG programmes contain a course on variety of activities, such as seminars, workshops, guest lectures, company visits, tree plantation and field excursions for all programmes were scheduled for students to create awareness about environmental and sustainability issues.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

2000

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1243

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/1.4.2-Doc-1 Stakeholder feedback analysis report.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/1.4.2-Doc-1 Stakeholder feedback analysis report.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

928

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

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

732

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 students' learning levels and organises special programmes for both slow and advanced learners.

Institute implements several methods to identify learning levels among students. It happens at three stages over period of maximum 40 days from the commencement of classes.

Mechanism for identifying Slow and Advanced learners includes:

- Class Interactions
- Previous semester /Year Marks
- Learning of concepts
- Subjects and assessments

Measures Taken to bridge the gap between slow and Average Learner :

- Remedial classes are conducted with appropriate focus on the course.
- Individual academic counselling.
- Peer to peer learning .
- Rigorous mentoring system by assigned mentors.
- Timely Mentor-Parent interactions.
- Activity based learning like, topic /unit wise tests, assignments, Quizzes etc.
- Solving previous years question papers

Various activities are conducted for Advanced Learners:

- Advanced assignments or tasks are assigned to advanced learners
- Motivation to participate in interactive activities like debates, group discussion
- Advance learners are grouped with slow learners to promote peer learning
- Participation in various cultural, extra-curricular and research competitions in and out of the college
- Guiding for career planning.

- **Motivate to take up exams like, CMA,CA, PG CET ,CS etc.**
- **Seminar on the advanced topic**
- **Guiding and encouraging to communicate research papers in conferences and Journals**
- **Encouragement to complete MOOC/Advanced courses**
- **Encouragement Participation in Seminars/Conferences**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.2.1 Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
11/02/2021	**2291**	**86**

File Description	Documents
Upload 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:

- **Institute's Vision and Mission itself encourages student centric outcome-based learning methods. With this learner centric approach institute is transforming students attitude form passive seeker to active and involved learner.**
- **Their participation in organising various extra and co-curricular, inter/intra departmental, inter/intra-college events is best example of experiential learning approach. This not just enhances confidence among students, but also showcases learning outcome instantly.**
- **With autonomy and NEP implementation simultaneously, students able to explore experiential and participative projects in all programs. Dissertation project involving data collection, public relation for events, internship**

programmes, etc. helps to widen student's imagination and experience.

- Educational trips, Visits to Industry , Press , Theatre , Surveys, interaction with industry experts, nurtures self-evaluative attitude among students superseding the lacunae in curriculum and leaping to achieve the industry demands.
- Discussions and debates on contemporary issues are encouraged. Skill enhancement and generic courses are added to hone the students for life.
- Compulsory involvement in non-CGPA courses - Rotaract, NCC, NSS, sports, Yoga. impart knowledge to participate, integrate and evolve.
- Research based group projects of academic and practical importance helps in reflective thinking, problem solving and to logically analyse.
- Students actively participate in administration by serving as student representative in different committees.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.3.1 Doc-2 Report of Activities Conducted Under Student Centric Methods for Enhancing Learning Experiences.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Institute provide MS teams as a centralised platform for online classes, assignment submission and assessment. Class recordings are mandatory for all teachers if indulging into online teaching practices. These recordings are available to students through Institute's ERP software OPTRA INDIA. The students and parents can access these recordings by using the login id and password provide them during admission time.

- Google classroom and zoom are the other platforms use by teachers to engage students in learning activities.

- **All classrooms in the institute are ICT enabled, with working projectors and internet facility. Campus is enabled with 500mbps bandwidth with necessary access points and routers which ensures uninterrupted data connection while implementing technology driven teaching-learning.**
- **Institutes runs a YouTube channel providing pool of lectures and other student centric activities. Apart from institute's channel, teaches have their own YouTube channels or video sharing platforms.**
- **All teaching faculty members use LCD projectors for effective subject delivery. Podcasts, Tedtalks, audios stimulations, virtual labs, virtual conferences, webinars, social media presence, blogging these are few of regular IT base student centric activities followed in institute.**
- **Institute have language lab, software like Corel Draw, Photoshop are available to students and teachers for the betterment of class environment.**

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.3.2%20Webpage%20describing%20the%20ICT%20enabled%20tools%20for%20Effective%20Teaching-Learning%20Process.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

66

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

- Institute considered Bangalore University calendar of event as the set of guidelines for opening of the academic year, semester reopening date, closing date and examination schedules for second- and third-year batches, as they are still affiliated to university.
- The Calendar of Events committee comprising all Head of the institute, Programme Heads and Head of Departments seat and finalise the semester base calendar of events.
- The calendar of event includes schedule of parent teacher meetings, add-on courses, guest lectures, clubs and forums activities, sports, projects, assignments and internal test schedules, semester end exam schedule, results and reopening of new semester.
- Committee circulates the form to collect the events (academic /non-academic form every department and finally brings up the consolidated timetable.
- Calendar of events is conveyed to students through institute's LMS and through mentors. It is also displayed on the noticeboard if required.
- Based on calendar of events, course outcomes and the vision and mission of the department, faculty members prepare and follow the lesson plans.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

86

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

15

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

241403

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

45

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

4

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Examination procedures: Post notification by COE, QPs received from QP setters(internal/External) are scrutinised by BOE, corrections incorporated, one among them picked for examination. 10% UG Examination papers are reviewed by External evaluators, and all PG papers are evaluated by Internal and External evaluators. Candidates scoring more than 35% marks in SEE and 40% marks in the aggregate with IA Marks are declared to have passed the course.

Processes/procedures integrating IT: On ERP students pay Examination Fees, download Application Form, submit for approval, and download Hall Tickets. Student's enrolment list is downloaded from ERP and used for room allocation during the examinations. The IA Marks entered by teachers are aggregated to result sheet for processing the results. ERP supports direct attendance entry through mobile application.

Continuous Internal Assessment System: CIA has 40% and 30% weightage respectively at UG and PG level with two components C1 and C2. C1is test component for 20 Marks and C2 is for 20 Marks for which, tools like open-book tests, portfolios, case study/assignments, seminars/presentations, field work, internship / industrial practicum / project work, projects, dissertations, peer and self-assessment, etc.. will be applied. Students final IA Marks are added to their SEE marks to process the results.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.5.3%20Exam%20Manual.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The conscious efforts are made by the teachers to percolate outcome base learning system in the institute. Hence first and foremost the program outcomes are conveyed to students during induction programmes. They also are displayed in the department for first one week form the commencement of classes on the notice board in the corridor, department's course book, syllabus and on college website.

Course outcomes are conveyed to parents and students during admission counselling, at the orientation program, during bridge courses and at the beginning of every new unit as to make student understand the objective of the lesson they are studying.

Course outcomes are prepared by all the course teachers and are incorporated in the teaching pedagogies they are using in the classes. Throughout the unit course outcomes are repeated to make students understand the importance of that topic and its relevance in the programme. With the implementation of NEP focusing on the outcome has become an integral part of learning process. Based on COs and POs assignments, Project Works and Internal Assessment is formulated.

Regular FDP's and workshops are conducted by IQAC cell to understand and evolve the concept of the of outcome base learning among teachers.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.6.1 Doc-4 Geotagged Photograph of Boards Display of POs, PSOs ,&PEOs Program Wise.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The PO and CO attainment is done through direct methods based on internal assessment and external assessment.

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program from 1 to 3 year in a degree programmes. The course outcomes are written by the respective faculty member using assessment rubrics for each CO. (suggested by Bloom's taxonomy. Then a correlation was established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the language and soft skill subjects.

Three internal assessment tests are conducted for each course in a semester. In each test, the percentage of students who achieve a set target (usually, 60% of the maximum marks, i.e., 15 of 25) for the COs that are covered is computed. After the three tests, the average of these percentages is computed to decide the attainment level. Any lacuna found will be rectified the next academic year.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.6.2 Doc-2 Geotagged Photograph for Display of Program Wise Vision, Mission.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

710

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.6.3.2%20%20ANNUAL%20REPORT%201ST%20IQAC%20REVIEW%20COMMITTEE%20MEETING%20REPORT.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.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/2.7.1%20student%20satisfaction%20survey.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Surana College (Autonomous) has established an exclusive Centre for Research and Consultancy to nurture and promote 'Research Culture' among students and faculties and focus on research, consultancy services or training deliverables for stakeholders both national and internationally. The Centre proclaimed for taking up external funded research projects and grants, capacity building series for Surana faculties and students to corporate training, consultancy services at their arears of expertise with multidisciplinary approach.

The College provides all requisite infrastructure facilities and create conductive eco-system to promote research and extended activities in the campus. The faculties and students are encouraged to present their ideas/research proposal before IRC for getting the sanction of seed grant in accordance with research policy guidelines for seeking external funding from various agencies. To enhance the quality of research deliverables, upskill training. Incentives are given for research publications in peer reviewed and high impact journals, books, and book chapters,

filing patents are governed as per Research policy of the College.

The Centre also monitors the impact of research and consultancy assignments, and ensures non-violation of research and professional ethics, confidentiality, privacy of data complied, human rights and ensure safety and health of its research members.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.suranacollege.edu.in/wp-content/uploads/2022/12/Research-Policy-2022.pdf
Any additional information	**No File Uploaded**

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1.97

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

1.65

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

6

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/3.2.2 E-copies of the Grant Award Letter.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

2

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

5

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://kstacademy.in/en/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Innovation is to be considered an associate instrument of necessary and positive modification. Any human action like Industrial, business, or education desires constant innovation to stay property. the employment of innovative strategies in academic establishments has the potential not solely to enhance education, however, conjointly to empower strengthen, governance and impress the trouble to realize human development goal for the country. Innovation and data sharing are alongside educational literature. it's a scientific review that covers the transfer of information by sharing weblinks, you tube links, Google quiz, Seminar, Workshop, Mind Mapping Approach learning, field visits. Book primarily based learning Webinar through ICT Enabled facilities. it's extremely competitive advantage for teaching school members to supply this sort of advantage for all stake holders. every program has contributed a property style to the innovation like e-libraries, National and International, transmission Learning method, State webinars. Alumni contribution was tremendous in sharing their data and to the department. Surana faculty has created provision for creation {of data or information} by the

teaching experience and getting their talent by varied collaboration in sharing knowledge to young minds. Technology applications want a solid theoretical foundation supported purposeful, general analysis, and a sound pedagogy.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/3.3.1 Link for Additional Information.pdf

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

24

File Description	Documents
Report of the events	[View File](#)
List of workshops/seminars conducted during the year	[View File](#)
Any additional information	[View File](#)

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	[View File](#)
Any additional information	[View File](#)

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

7

File Description	Documents
URL to the research page on HEI website	https://www.suranacollege.edu.in/research-and-consultancy.html
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

21

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

28

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/3.4.4%20BOOKS.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

4

File Description	Documents
Any additional information	**View File**
Bibliometrics of the publications during the year	**View File**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

6

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**View File**
Any additional information	**View File**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.87

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	**View File**
List of consultants and revenue generated by them	**View File**
Any additional information	**View File**

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0.73

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Surana college has taken initiative to create holistic development of students through awareness programme, extension activities & outreach programs even though critical situation was arrived for entire world, as we know Covid 19 pandemic has stopped us to meeting people in offline but we have a lot of challenges to organize events and some opportunity to do service to people and society we planned many programme in online. some time got option to work with doctor and police in offline .

NSS,NCC and Departments planned the activity to understand community problems and social issues such as environmental, health, and Covid 19 precautions, etc.. the objective of activities to understand the community problems also students should think to solve the issues in their own ideas and thoughts which will involve the students think independently.

The some activities like visit to Adhamya Chethana for zero Garbage concept is working also best example for students learn practical way and analyses. NSS and NCC students are helping to serve with doctor and police mainly during corona pandemic those activities really challenging and high risk also emotional understanding of situation such a involvement will make how the situation is sensitive to understand social issues and community problems

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/3.6.1%20Extension%20Activities%20.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

11

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	[View File](#)
Any additional information	[View File](#)

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

55

File Description	Documents
Reports of the events organized	[View File](#)
Any additional information	[View File](#)

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

3418

File Description	Documents
Reports of the events	[View File](#)
Any additional information	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/

student exchange/ internship/ on-the-job training/ project work

`146`

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

`23`

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

Surana College operating out of two integrated campuses i.e., one is in South-End Road, Bangalore-04 and another is in Kengeri Satellite Town Bangalore-60. State of art infrastructure facilities are being created at South-End Campus on 0.667 acre of land with the built-up area of 7409 SqMts. Similarly, top-class amenities are being provided at Kengeri Campus on 0.521 acre with the built-up area of 5192.33 SqMts. (Total built-up area 12,601.33 Sq Mts).

The infrastructure details are as follows:

- Out of 67 (average area: 572 Sq.ft/classroom) 40 classrooms, an auditorium and 2 seminar halls are enabled with ICT facilities.

- 13 laboratories (average area: 1119 Sq.ft/lab).
- Library is accommodated with the carpet area of 2625 SqFt(Seating Capacity: 80) and 1852 SqFt (Seating Capacity: 120) at South End& Kengeri respectively.
- Out of 362 Computers 344 are connected to internet with bandwidth of 500 MBPS.
- An auditorium (Seating Capacity: 275), a seminar hall (Seating Capacity: 100) at Kengeri and a seminar hall at South-End (Seating Capacity: 200) are created.

Apart from the above which are created on the line of the statutory requirements of the governing authorities, adequate facilities are also available for staffrooms, Principal cabin, office and administrative areas and other allied facilities.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/4.1.1%20Geotagged%20Photograps.pdf

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

State-of-the-art infrastructure facilities for sports and cultural activities are being created at both the Campuses. Details as follows:

- A separate Room for Physical Education Director, facilities for indoor games like: Table Tennis, Chess & Carom are being provided in both campuses.
- Shuttle Badminton court & Well-equipped Gym has been provided (56 SqMts) in South End campus.
- The college has obtained a utility letter from the concerned authority to make use of the Armugam Ground for the purpose of NCC & outdoor sports events.
- The institute will make use of the Corporation grounds to conduct the Annual Sports meet.
- To promote the sports personalities at National & International level, the College supports students to enroll in SAI, DYSS & other reputed sports organizations.
- A room of 68 SqMts. is well equipped and developed as Yoga and cultural practice room at South End campus.

- **An auditorium (seating capacity 300) with cutting-edge technology and a Seminar Hall (seating capacity 100) with the plug & play facility have created at Kengeri campus.**
- **A Seminar Hall (seating capacity 200) with plug & play facility to cater to the needs of cultural activities at South End campus.**

File Description	Documents
Geotagged pictures	[View File](#)
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/4.1.2%20Report%202021-22%20LINK.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

42

File Description	Documents
Upload any additional information	[View File](#)
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

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

52.09

File Description	Documents
Upload audited utilization statements	[View File](#)
Details of Expenditure, excluding salary, during the years	[View File](#)
Any additional information	[View File](#)

4.2 - Library as a Learning Resource

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

- **Name of the ILMS software : Easy lib**
- **Nature of automation (fully or partially) : Partially**
- **Version : WEB OPAC 6.2**
- **Year of Automation : 2004**

ABOUT LIBRARY

- **College Library functioning in both South End and Kengeri campuses**
- **Since beginning, both libraries have an Open Access System and partially automated with Easylib Web OPAC 6.2 software.**
- **DDC system is adopted for classification and cataloguing services are provided on OPAC. http://suranaj.easylib.net/**
- **South End Campus Library seating capacity for 80 users at a time. At present, about 25902 books, 27 journals, 31 magazines and 18 newspapers are available.**
- **Kengeri Campus Library seating capacity for 120 users at a time. At present 18001 books, 93 journals, 25 magazines and 15 newspapers are available.**
- **Numbers of e-books and e-journals available through NLIST/INFLIBNET and DELNET.**
- **Digitized (pdf) version of previous years Question Papers (https://bit.ly/3ittHq5) and SCL- One Reference Library (https://bit.ly/33MtHeZ) are made online available to users. Users can access the same on anywhere and anytime.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/4.2.1%20Integrated%20Library%20Management%20System%20(ILMS)%20bills.pdf

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	**A. Any 4 or more of the above**

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	[View File](#)
Upload any additional information	[View File](#)

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

3.09

File Description	Documents
Audited statements of accounts	[View File](#)
Any additional information	[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 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

150

File Description	Documents
Upload details of library usage by teachers and students	[View File](#)
Any additional information	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

As the teaching pedagogies are continuously evolving, driving the institutions to adopt and absorb technology for improvised academic deliberations and effective administrative operations, IQAC constantly advocate need for ICT upgradation across the institution. IQAC periodically reviews ICT infrastructure and its utilization with help of ICT Committee and advises the concern to address issues that are observed and inferred. Institution is

armed with 500 Mbps shared bandwidth from ACT Fiber vendor and the
campus, if WI-FI enabled with enough Routers/Switches, Access
points for seamless WI-FI facility.

As per the advice of ICT committee, during 2021-'22, 34 desktops
were procured with high-end configuration and given to
departments, office and wherever old systems were to replace. As
advised by ICT committee 16 Laptops were purchased and given to
the workforce of the college as needed and asked.

Computer details - During the academic year 34 desktop and 16
Laptop were purchased, thus making total Computers/Laptop in the
college to be 412.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/4.3.1%20IT%20Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
2291	255

File Description	Documents
Upload any additional information	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	[View File](#)
Upload any additional information	[View File](#)

4.3.4 - Institution has facilities for e-content development: **Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**	**B. Any three of the above**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://youtube.com/c/SuranaCollegeSouthendCampus
List of facilities for e-content development (Data Template)	**No File Uploaded**

4.4 - Maintenance of Campus Infrastructure

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

285.05

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	[View File](#)

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

Established systems and procedures for maintaining and utilizing physical, academic and support facilities as follows:

- **The utilization and maintenance of infrastructure at campus is handled by separate team headed by Manager. Maintenance and upkeep of facilities are undertaken regularly both through in-house staff and AMC outsourced to expert agencies.**
- **Most of the facilities like lifts, ACs, Generators, Aquagaurds, Extinguishers, Computers etc. are maintained through AMCs. For 2020-21, spent on AMCs is 6.52 Lakh.**
- **Qualified Electrician and plumber are appointed for campus maintenance and monitored through regular inspection.**

- Classrooms are allotted as per prescribed timetable. Teachers use teaching aids like LCD, Laptops for teaching. These are all well maintained by maintenance team.
- College has Sufficient ICT facilities with latest configuration. One System Administrator in each campus is looking after these facilities
- Laboratories equipment's are procured in structured manner and is maintained regularly.
- Libraries are managed by qualified Librarians with Library Assistants and supporting staffs.
- Sport Facilities are maintained well, under guidance of PED.
- Logbooks are maintained and prior intimation/permission is required for using Auditorium/Seminar-Hall. Official in-charge will take care for arrangements, once it is booked.
- Transportation vehicles are monitored & maintained by the official in-charge periodically.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/4.4.2 Established systems and Procedures.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

525

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	[View File](#)
Upload any additional information	[View File](#)

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

473

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/5.1.3 Doc-1Web-link to particular programscheme mentioned in the metric on Instituti.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

257

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 adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of

A. All of the above

statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	

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

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

206

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

5.2.2 - Number of outgoing students progressing to higher education

127

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

1

File Description	Documents
Upload supporting data for students/alumni	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 and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

56

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Student Council began operations in 2018, since then the year has been filled with incredible experiences, growth and learning opportunities.

Student Council is a group of students, which supports civic engagement, human interaction and cultural values. This student body instills principles that show strong character and aims to provide space and platform for students to represent who they are. The council supports those who are not members of the council. Mission of the Student Council is to encourage a sense of achievement, pride and belonging among the students . Council has overseen number of projects and (more than 110 programs so far)

Academic Year 2021-22, Council has officially inaugurated the first "Debate Hub" and "Trekking Hub" in the history of Surana, which are running successfully and in addition, it has also fully taken charge of Intercollegiate Fest .

This year, partnered with NGO- Durga and are launching several initiates related to women empowerment. In addition, Council has aligned itself with college committees and appointed its members to help students progress through the learning process and realize their full potential.

Council helps students to grow into leaders, budding entrepreneurs, good citizens and self-assured individuals equipped to face challenges of contemporary society.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/5.3.2 Doc-2 Link for additional information.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

10

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Alumni Association of Surana College

Surana Educational Institution has an active Alumni Association being registered during the year 2012-13 with the register number: DRB-C/SOR/91/2012-13.

MISSION:The objective is of this organization shall be to promote and support Surana group of Institutions wherever possible and to establish strong relationship between the Alumni Association and present students

- It works to bridge the gap between the Institution and the alumni. It is the central point of contact among alumni to interact and network with each other.
- It conducts regular meetings wherein the members closely interact with each other on issues pertaining to development of the Students. Their ideas/suggestions are duly recognized and implemented by the college.
- The Leadership Meet will be held on 1st May 2022, to promote excellence in education in a one day summit titled 3rd Annual Transformational Leadership Summit & Awards 2022 "ALUMNI LEADERSHIP CONCLAVE - Reconnect, Relive & Rejoice" – a feat towards bringing togetherness to celebrate 25 years of legacy.
- The alumnus has been contributing financially where more than 600 Members have newly joined to Alumni association and contributed financially more than 6,00,000/- for welfare of the needy students, its Non-financial contribution includes career guidance, workshops, guest lectures, Seminars, Panel discussions.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/5.4.1%20additional%20infor%20abstract%20&%20audited%20report.pdf

5.4.2 - Alumni's financial contribution during the year	C. 5 Lakhs - 10 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 an effective leadership in tune with the vision and mission of the Institution

Surana College (Autonomous) since its inception has been catering to all sections of society on need-based quality education. Institution has many case studies on inducting average students only to raise them to achieve distinction and ranks. Emphasis is on both academic and holistic development of students. Constantly identifying value-additions to the curriculum, college designs balanced curricular and co-curricular components into its practice.

Institution prepares students into self-reliant, independent thinking, globally relevant, skilled and socially useful resources of the nation embedded with human values. Institution encourages research to challenge the life and knowledge concepts by out-of-box and lateral thinking.

Student and Staff involvement is the key functioning in college activities, extension activities, community services and sustenance of academic environment. Parents, Scholars, veterans and prominent citizens have pat on the back with suggestions and motivation. Corporate sector, service industry and socio-cultural institutions look up to have our studentsin their organizations. Staffs are aware of the importance of identifying and training different levels of leadership with a 360' perspective. Healthy academic relationship between faculty and students has enhanced and secured the learning outcomes and has preserved the joy of learning. Immense support from Management and good interdepartmental coordination makes institution stand proud.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.1.1_Organogram_on_the_institution.pdf

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

In constructing its administrative structure on the idea and practise of decentralisation of functions, the Institution has kept up with the times. It also has a track record of being strong and durable. Consistent leadership, along with the development of

a network of participatory decision-making.

To address issues such as administrative concerns, teacher attrition, responding to a rapidly changing world, The teachers are active members of academic and administrative committees of college. In addition to regular teaching, they undertake remedial coaching, academic and career counselling, and student mentoring.

Structure of decision-making bodies is developed to oversee the operation of the Institution's many departments and to foster progress in all areas. These committees exist at all levels, from the student body to the administration.

Individual departments have autonomy in terms of curriculum creation, career counselling, and the organisation of co-curricular activities. Class Mentors, Welfare Officers, and Student Counsellors all play important roles in students' overall formation and holistic development. These lecturers are in frequent communication with the College's administrative authorities, who discuss pertinent topics in meetings and reach solutions or policies. To enhance its leadership, the college has implemented a consultative leadership structure that solicits and adopts proposals from all stakeholders.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.1.2 Doc-4 Participation of Teachers in Governance.docx

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The institutional strategic plan is designed and directed by IQAC, and necessary action is taken to improve all the departments of the college. In this perspective, institution has laid, emphasis on some of the important areas that encompass quality assurance. To mention, curriculum delivery, student competency enrichment,

faculty development, strengthening research areas, collaborative agreements, extension and outreach services, environmental protection, optimal utilization of human and financial resources.

Activity successfully implemented based on strategic plan is strengthening research areas.

Following are the activities related to research.

- Committee constituted.
- Patents done by faculties.
- Ongoing students research paper/projects
- Ongoing faculty research paper/projects
- Research policy
- Research Equipment's
- Innovations
- Funding from outside agencies

Researchers can seek additional support to continue their study in the area interested by utilising office space, equipment, and internet. In colloquium, our researchers presented their findings of study. These projects are meant to encourage young professors to seek external financing in future. Faculty and students have consistently expressed active interest in presenting wide range of topics. Students' interest in research has recently grown noticeably. Students have noticed that the programme offered has improved their confidence and ability to deliver good presentations. More number of students are considering a career in research.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.2.1%20Strategy%20Development%20and%20Deployment.pdf
Upload any additional information	View File

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

The Institution structure is designed to facilitate effective governance, participative management and decision making in

academic, financial, and general administrative affairs. Statutory bodies are constituted as per guidelines of UGC:

1. Board of Governors

It is the highest body that monitors progress of the college and suggests activities for the growth and overall development of the institution. It aims at giving desired shape to the institution to meet the highest standards in the field of education.

2. Academic Council

Academic Council is solely responsible for framing of academic policy, approval of courses, regulations, syllabi, etc.Council will involve faculty at all levels and experts from outside, including representatives of University, Government, Experts from industry & Alumni.

3. Board of Studies

Board of Studies functions include framing syllabi for various courses, reviewing and updating syllabus, introducing new courses,determining assessment pattern, recommending panels of examiners.

4. Board of Examiners

It is responsible for setting and reviewing ofquestion paper and supervision of evaluation-and-moderation.

5. Finance Committee

It shall prepare income and expenditure statements of the college in prescribed format to submit to AFRC for fixation of tuition and other fees of college. Finance Committee is an advisory body to Board of Governors.

https://suranacollegeedu-my.sharepoint.com/:b:/g/personal/suranaiqacdata_suranacollege_edu_in/EQYAr6KgsPxOndCp2_YVwVsBGfdJNsEzbZzyhje4ukJZcA?e=KwPLxW

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.2.2 Organogram on the institution.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.2.2%20additional%20information.pdf

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) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Human resources of the institute lie at the heart of its operations. Institute not only takes care of financial needs of staff; but are vary of their physical and psychological well-being.

Some of the welfare measures are,

- Medi-claim policy and ESI
- EPF facilities
- Sponsored trainings

- OOD is provided for attending examination, Workshop, Orientation course, refreshers course, Conferences
- Travel allowances and lodging expenses are sanctioned for outside visit
- Seed money and OODs for research
- Increments up to Rs 10,000 per month on award of Ph.D
- Incentives provided to staff for motivating students to get university ranks and for achieving excellence in results
- Fee Concession for wards of the staff studying in college
- Recreational tours, Teacher's Day Celebration
- College provides financial support for faculties enrolling membership in professional bodies/Clubs
- Leave benefits
- Employees' completing 20/15/10/5 years of service are felicitated with cash prize and certificate
- Loan from the Staff club
- Laptop facility and Data Card Facility to teachers based on their role and position
- Blazers are provided to teaching and office staff
- Staff are allowed to use college ICT facilities for their research work
- Mobile phone facility with corporate connection based on the role and designation
- Free Uniforms are provided for housekeeping Staff

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.3.1 List of Beneficiaries of Welfare Measures.pdf

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

57

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 programmes organized by the Institution for its teaching and non-teaching staff during the year

5

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

22

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institution has a well-established finance committee for monitoring and management of finances. Qualified internal Auditors from external resources are permanently appointed. External audit is carried out in an elaborate manner on yearly basis by Td Jain and Diskaria, Chartered Accountants. A team of staff do a thorough check and verifications of vouchers, records and books, e-statements of the transactions, budget estimations, cash transactions, bank reconciliation statements and verification of the events in financial managements.

Mechanism of Internal audit:

- **Verifications of student's fee registers**
- **Authorization of fees concessions, controls , policies**

- **Examining the statutory payments to EPF, ESI, TDS , Income Tax**
- **Examining the Bank Passbook**
- **Examining Grants, sponsorships, deposits , payments**
- **Interdepartmental stock checking**

Internal audit meeting is carried out twice a year:

- **1st Audit – in March to obtain budgets and approvals.**
- **2nd Audit – in September to review utilization of budgets.**

Mechanism and settlement of objections of External Audit:

- **Examining the policies, procedures, and regulations**
- **Vouching the receipts by JV, payments, PO, etc.**
- **Verify the salary payment, TDS, Income Tax, EPF, ESI, Professional tax, Gratuity.**
- **Examining the property titles, approvals, fee payments to regulation bodies**
- **Evaluating fee receipts**
- **Certify the audit report.**
- **Filing the Income Tax returns regularly**

File Description	Documents
Upload any additional information	[View File]
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.4.1 Doc-2 Appointment letter of Internal Auditors & External Auditors.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

4.03

File Description	Documents
Annual statements of accounts	[View File]
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	[View File]
Any additional information	[View File]

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Institution has a well-planned process for mobilization of funds and resource.

Resource mobilization is carried out by following means:

- Institution is financially viable by self-generating funds through student fees.
- GDA Foundationmonitors fundraising and infrastructure development. Every year funds are received from its corporate body Micro labs.
- Funds generated through Interest on corpus fund.
- Institution gets grants from government bodies - UGC, AICTE, NAAC, KSTA.
- Funds received from NGOs and philanthropist.
- Institution is located in prime location with easy commutable services. Funds received by outsourcing infrastructure and human resource.
- State-of-art auditorium is much in demand for many educational institutions to conduct their programmes.
- Funds from alumni donors.

Optimum utilization of funds is ensured through:-

- Teaching & Non-teaching departments submit their fund requirement to carry out regular activities of the department.
- Adequate funds are allocated for effective TLP that include Orientation, Induction, training Programmes, Research, Workshops, Inter-disciplinary activities, that ensures quality education.
- Budget is utilized for day to day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities and Journals
- Funds utilized for development and maintenance of infrastructure.
- Funds allocated for social service activities through NSS, NCC, Rotaract and Student council.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.4.3 Audited Statements of Accounts.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

PRACTICE I

One of the distinguished practice of Surana IQAC is to mandate every department to conduct bridge course. Bridge courses are supplemental knowledge provided to the students. It is conducted before the commencement of first semester classes, The objective of the bridge course is to help students to bridge the gap between the subjects they have studied at pre-university and the subject they study in graduation. For Postgraduation bridge courses are designed to provide an insight to the specialization courses they would learn in their programmes. All departments framed curriculum for the bridge course and the curriculum was delivered to the students of respective disciplines.

PRACTICE II

Surana IQAC aims to create awareness among faculties and research scholars with regard to current science topics and emerging trends. To inspire and encourage ongoing researches in research and higher learning institutions, Surana IQAC motivated all departments to submit research proposals. Several departments wrote proposals to KSTA to support for workshops, seminars and Short term courses designed on contemporary issues on Science, Technology and Society. Proposals from all departments were scrutinised and 5 proposals were finalized and submitted to KSTA. All 5 proposals were accepted and grants was provided by KSTA.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.5.1_DOCS.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Through a simplified approach, the IQAC analyses the teaching plan, teaching-learning process, innovative pedagogy used, and assessment of learning results.

- **Orientation on Teaching and Learning: Based on the previous year's review, the department heads deliver an orientation on the teaching-learning process, including desired course results and pedagogies.**
- **Course Plan: Faculty members submit course/teaching plans outlining the topic, pedagogies, skill development, ICT, and expected outcomes. The plan is based on the previous year's evaluation.**
- **Decentralised Course Outline Review: The submitted course plan is reviewed and approved by the department panel. LMS stands for Learning Management System. The KJLMS committee trains faculty members on how to use the learning platform and assesses the content and curriculum delivery on a regular basis.**
- **Use of Student- Centred Pedagogy: The learning level identification mechanism functions as a guidebook for assessing the teaching-learning pedagogies used with slow and advanced learners.**
- **Work-done Diary: The instructor records the teaching-learning interaction in the work done diary on a daily basis. Annual self-evaluation.**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.5.2 Doc-1 Institutional Reviews and Implementation of Teaching- Learning Reforms Facilitated by the IQAC.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/6.5.3%20ANNUAL%20REPORT%20&%20PROCEEDINGS.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	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

SHE Cell has been constituted in the college which aims at removal of gender bias or discrimination, sexual harassment, and other acts of gender-based violence by organizing awareness programmes and campaigns for the benefit of Students, Teaching and Non-Teaching staff of the College.

Institution Grievance Redressal Cell, Anti-Ragging cell, Sexual harassment elimination cell - a part of women welfare committee, Students council , Mentoring committee cares for the well-being of students and staff in the institution. Functions of these committees are displayed on the website and Students are oriented during induction program.

The institution provides safety and security facilities for the staffs and students as follows;

- CCTV Surveillance throughout the campus and security arrangement.
- Students wear ID cards at all times.
- Outsiders are checked by security staff .
- Counselling Centre and good mentoring system take care of students' academic, emotional, social, and cognitive development.
- There are separate washroom facilities for girls and boys.
- Washrooms are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.
- Day care facility.
- Assistance from lawyer and Doctor is provided.

The institution promotes gender sensitization through workshops, seminars, guest lectures, and counselling.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/7.1.1%20additional%20link.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Geotagged 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 a maximum of 200 words)

The campus practices source-level trash segregation. Recycling and disposal were carried out as necessary as a result. At strategic spots across the campus, there are separate trash cans for dry garbage, wet waste, plastic waste, and e-waste. Waste that can be broken down by natural processes is likewise divided into biodegradable categories and non-decomposable materials that are not biodegradable. In Kumba, biodegradable waste is processed and utilized as plant and tree manure. On the whole campus, separate containers are utilized for dry and wet garbage. There is a dustbin available in each space (staff, classrooms, offices, rest rooms, and libraries) to help with trash separation.

The campus's garbage is cleaned up by the housekeeping crew, who then gathers it and deposits it into the larger bins at the disposal site in a separated way. The BBMP vans transport the garbage there. Separate containers to collect food waste are kept in the canteen to handle wet waste management that is generated from the on-campus cafeteria as well as leftovers from tiffin boxes provided by students, teachers, and non-teaching employees of the institution. The person in charge of the canteen separates the waste food into degradable for further processing.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	[View File](#)
Geotagged photographs of the facilities	[View File](#)
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	**A. Any 4 or all of the above**

system in the campus

File Description	Documents
Geotagged 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	A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy 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 a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing 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, socio-economic and other diversities (within a maximum of 200 words).

In order to foster tolerance and peace towards many cultures, religions, and differences, institution creates an inclusive atmosphere which makes it possible to discover new things about other cultures. Additionally, it promotes cultural acceptance and knowledge, which can aid in removing barriers across cultures when engaging with people from various backgrounds.

Institution offers a welcoming atmosphere for everyone with respect for linguistic, cultural, regional, racial, socio-economic, and other differences. College hosts a variety of sports and cultural events that foster respect for one another.

Days of remembrance include Women's Day, Tourism day, Christmas Day, Sharada Pooja, and Sankranti Suggi. This fosters friendly interaction amongst those from various ethnic and cultural backgrounds. Institute has grievance redressed cells which handle complaints without taking anyone's race/cultural background into account.

Institute-wide code of ethics that all students, professors, and other staff members are required to abide by, regardless of their cultural, geographical, linguistic, communal, social, or other differences.

Institution is proud in addition to laying strong academic foundation for student, also works hard to mould them into better citizens of nation.

Since the previous year, the college has made tremendous efforts to raise student understanding of and adherence to suitable procedures in this respect.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

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

In Sensitizing students and employees of the institution to constitutional obligations : values, rights, duties and responsibilities of citizens, the college makes sure that the students engage in all such activities with great enthusiasm. The College has a boisterous Republic Day and Independence Day celebration. On November 26, and 15th August 2021 in which student participate enthusiastically.

Students participated in an elocution contest, preamble reciting,

drawing competition, share your thoughts, movie screening and a quiz competition in honour of Constitution Day, which promoted fundamental rights and duties of Indian citizens as well as the ideal constitutional principles.

The fundamental duties and rights of Indian citizens have been promoted through a variety of academic and extracurricular events organised by faculty members of political science department.

Students participated in a variety of academic programmes, such as webinars, conferences, expert presentations, bright talks, etc., which have helped them become more aware of these issues.

Students cognitive space has been expanded by the organisation of annual competitions on various contemporary legal issues.

Institution has organised student-focused events including paper, poster, and essay competitions. These events have consistently attracted a significant amount of student involvement and raised their understanding of many facets of Indian citizenship.

File Description	Documents
Details of activities that inculcate values necessary to transform students into 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 sensitization 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 Annual awareness programmes on the 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 programmes, 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

India has several commemorative days throughout the year to celebrate and honor various events and individuals of historical significance. One of the most prominent of these is Republic Day, celebrated on January 26th to mark the date when the Indian Constitution came into effect in 1950. Independence Day on August 15th is another important commemorative day, marking India's freedom from British 1947. Gandhi Jayanti on October 2nd commemorates the birth anniversary of Mahatma Gandhi, the father of the Indian nation. Martyrs' Day on January 30th, which honours those who sacrificed their lives for India's independence, Children's Day on November 14th, birth anniversary of India's first Prime Minister, Jawaharlal Nehru, who was a strong advocate for children's rights.

Following are events that have been celebrated in the campus in 2021-22.

- Guest lecture on Kargil Vijay Diwas - 26-07-2021
- Independence Day - 15-08-2021
- Gandhi Jayanthi - Fruit distribution -2-10-2021
- Kannada Rajyotsava - Temple Visit -1-11-2021
- National Youth Day - 12-01-2022
- Republic Day -Fruit distribution to police - 26-01-2022
- Martyrs' Day- 31-01-2022
- Yoga Trainingon account of international yoga day - 14-05-2022
- Hindi Vijay Divas - 23 & 24-09-2022

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

BEST PRACTICE 1:- THEATER WORKSHOP

1. **Title of the Practice: THEATER WORKSHOP**

- **practice is continuing till date**

Objectives of the Practice

- **Theatre workshop helps in sensitization the college students' community towards theatricals, its value and its power in art and cultural-circuits-of-Karnataka-state and beyond.**

- **To teach life management skills through theatre.**

The Context

Theatre workshop of 13 days from 4/12/2021-to-11/12/2021 is conducted from kannada department "Namma Thanda" Theatre group in association with renowned theatre institution Sushthira Prathishtana where 35 students spread over all streams

The Practice

In the context-of-Indian-higher education, learning beyond the classrooms and introducing new pedagogy and student centric activities is important. It allows the students to learn effectively.

Evidence of Success

After workshop, students level of understanding the aspects of theatre especially acting skills was enhanced. Students actively involved in writing lyrics to the play and composed the music and dance.

Problems Encountered and Resources Required: Nil

BEST PRACTICE 2:- Industry interaction Guest lecture series - Career opportunities in Content writing

Duration, Year of inception: 2020, continuing till date

Objectives

- provide platform for students to network with industry, Learn recent trends
- Career guidance
- Internship, job opportunities through networking

Context

Industry interaction is required to learn skill to be industry ready.

Practice

Industry interaction guest lecture series is a programme started by the department of Journalism.

Evidence of Success

After industry interaction guest lecture, students considered content writing as a career option. Some of the students completed their internship in content writing.

Problems Encountered and Resources Required: (None)

File Description	Documents
Best practices in the Institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/7.2.1 Photos of best Practices.pdf
Any other relevant information	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/7.2.1 Best practices in the Institutional website.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The institution concentrates on a few distinct traits for which outcomes are tracked. The Planning Committee, which meets at the beginning of each academic year to discuss methods to take into account a changing environment, is made up of the Principal, IQAC, and Department Heads.

Hybrid learning was frequently used to safeguard the children's safety and security throughout the outbreak. The recorded lectures, video-based learning, student presentations, and virtual internships were some of the highlights of this session.

Social outreach has served as the cornerstone upon which the institute's beliefs and objectives have been built. Social outreach programs were carried out by the NCC, NSS, Rotaract, Student Council, and other departmental organizations.

Peer therapy was used by some of our students and mentors as part of a pilot program for an internal well-being centre for faculty and students.

The idea of career is taken into consideration while examining a graduating student's professional alternatives in terms of entrepreneurship, higher education, and employment depending on their skill sets.

Project-based learning is currently used in the majority of programs to ensure that students attend expert lectures and workshops that enhance their ability for critical and creative thought.

File Description	Documents
Appropriate link in the institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-MAY-2021-22/7.3.1%20Institutional%20Distinctiveness%20on%20the%20Institutional%20.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. To manage stakeholder transition into the process of NEP 2020.
2. To effectively and efficiently implement the autonomous status competitively accommodating the NEP 2020.
3. To effectively maintain the alumni association activities and student interaction with industries.
4. To increase Ph.D. enrolment of faculty.
5. To improve placements in terms of total number of campus placements and salary package offered to the students.
6. To focus on excellent result and more number of ranks.
7. To increase collaborations with industry and institutions of prominence.
8. Strengthening more facilities for expansion of the college
9. To increase research activities of Surana , Research and Consultancy Cell will be focusing on increasing the external funded projects proposal and grant writing, consultancy assignment, corporate training with enhancing the skills of faculty and students to meet these assignments. The cell will also enhance the quality of research publication of faculty through capacity building activities