



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**MAHARANI LAKSHMI AMMANI COLLEGE FOR  
WOMEN, AUTONOMOUS**

**MALLESHWARAM 18TH CROSS**

**560012**

**mlacw.edu.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Maharani Lakshmi Ammanni College for Women was established by Late **Dr. KNV Sastri**, a noted historian and one among the first batch of Ph.D awardees of the country for empowering women through education. The vision of the founder and far sightedness of the longest serving Principal of the college, Late **Dr. T.L.Shantha** has paved the way for the growth of the college from its humble beginnings in **1972** to becoming an autonomous college in **2016**.

The college has grown in size and stature over the last 5 decades providing quality education to women students of Bangalore and adjoining rural areas. The noteworthy milestones in the history of the college include award of **CPE status** and autonomous status by **UGC**, **Star college status** by DBT and accreditation with ‘**A**’ grade (**CGPA 3.25**) by NAAC in the third cycle. The college was selected for **RUSA** (Rashtriya Uchchatar shiksha abhiyan) scheme, MHRD, Dept. of Higher education, GoI in 2018. This phenomenal growth was witnessed during the tenure of Chairman MLACW Trust, **Late Prof. Roddam Narasimhan**, noted Scientist and Padma Vibhushan recipient.

The college is situated in the educational hub of North Bangalore with reputed institutes such as the Indian Institute of Science, Raman Research Institute, IWSIT, NIAS and Karnataka Forest Department in its vicinity. Close proximity to bus terminus and metro rail stations, has ensured greater accessibility for students across the city.

It is a multi-disciplinary autonomous college affiliated to Bengaluru City University, offering **16 Undergraduate, 4 Post graduate programs** along with a **Doctoral program** in Kannada . Over the last three decades, the college has consistently introduced new PG diploma programs, value added courses in all disciplines to meet the changing expectations of stakeholders. It has also encouraged the teaching faculty to adopt innovative teaching methodologies in order to enhance the learner experiences. Greater adoption of ICT enabled teaching tools in the last two decades ensured that the teaching faculty could seamlessly adapt to online teaching at the onset of the pandemic. Various proactive initiatives of the college forms the cornerstone in providing quality education to women students in an inclusive environment.

### Vision

**“To empower women through education for character formation”**

**“Sheelam Parama Bhushanam”** – meaning “Character is the highest virtue” is the motto of the college since inception. Dr. KNV Sastri, the founder Director, established the college in 1972 with the objective of providing education to girls residing in North Bangalore at a time when women in this area had no access to education.

The vision of the college has been framed to align with this motto and provide direction for all its activities.

Women play an important role in shaping the future of any society. Education is the tool with which they can

be empowered to become catalysts of social change. It is this philosophy that has propelled all endeavours of the college over the years in providing an academic ambience that inspires the women students in realizing their dreams. The focus has been to awaken them to uncharted domains on a strong foundation of values with which to succeed in their personal and professional lives.

The core values that steer the purpose, people and processes of the college are excellence, integrity, inclusivity, team work and responsiveness. The vision of the college has inspired the leadership to pave the path for crossing many milestones which include:

- CPE Phase II awarded by UGC – 2014
- DBT Star status for Life Sciences – 2015
- BIF - 2015
- DBT Star scheme for Physical Sciences - 2016
- Autonomous status by UGC - 2016
- DBT – FIST - 2019
- Introduction of UG programs in emerging areas such as B.Com- A& F and PG program in Botany
- Ranked among the top colleges in the country by India Today Ranking and Education World Ranking
- Implementation of NEP 2020

The Strategic Plan guided by the vision and core values ensures that all initiatives are aligned to meeting the expectations of stakeholders in the dynamic higher education environment.

### Mission

The college follows structured approach to realize its vision by formulating the mission to encompass various aspects of its functioning.

- **Facilitating an invigorating teaching-learning environment** – The core function of any higher education institution is teaching-learning. The college is committed to providing an academic ambience that provokes learners to think by encouraging teaching faculty to adopt innovative and experiential teaching pedagogies.
- **Developing skills for enhancing employability** – The Volatile, Uncertain, Complex and Ambiguous (VUCA) world characterized by frequent changes in the external environment requires women students to build relevant competencies in order to survive and thrive with self-confidence. The college is supportive of all efforts to develop skills for employability.
- **Fostering a research culture** – One of the essential components of higher education is to foster higher order thinking skills among learners. The college is focused on promoting research culture which kindles scientific temper and develops the spirit of inquiry.
- **Encouraging innovation and entrepreneurship** – Developing entrepreneurial skills among women students is the key to building a self-reliant society. The college is committed to providing an eco-system for learners to build skills that promote innovation and entrepreneurship.
- **Focusing upon holistic personality development** – In order to ensure harmonious existence of the individual with all existence, it is relevant to enable holistic personality development. The vision of the college is directed towards initiating programs / activities that support the development of a well-balanced personality

among learners.

- **Creating opportunities for selfless service to the nation** – The role of education is to nurture values of responsiveness and inclusivity among learners with a high sense of team spirit and integrity. The college is focused on creating a platform for students to go beyond themselves in offering service to the community at large and the nation.
- **Building resilience for global citizenship** - In a world characterized by unrest and uncertainty, education is the means through which strength of character and sense of purpose can be developed. The college is dedicated to laying greater thrust upon holistic education that will enable learners to build resilience for global citizenship.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

The college derives its strengths through its core values - Excellence, Responsiveness, Integrity, Inclusivity and Teamwork which also defines the institutional culture

#### Legacy:

- Committed to empowering women through education for character formation over the last five decades
- Governed by highly accomplished Board of Trustees under the chairmanship of luminaries since inception, including Dr. KNV Sastri (a renowned historian and founder), Shri. S.V. Rangaswamy (noted industrialist), Shri. W.S. Venkateshwaran (distinguished alumnus of IISc.), Shri Kumar Mahadevan (noted industrialist), Prof. Roddam Narasimha (renowned scientist and Padma Vibhushan awardee) and Shri. S.S. Naganand (Senior Counsel -Karnataka High Court).

#### Awards and Recognition:

- Autonomous status in the year 2016
- CPE Phase II by UGC in 2014
- Star status by DBT in 2018
- BiSEP – one among three colleges in Karnataka
- Research funding from UGC, DBT and DST to the tune of Rs. 210.96 Lakhs
- Ranked among Top 50 Colleges in India by India Today, Nielsen Survey and Educational World Ranking
- Recognised by Bangalore University as Pioneers in the establishment of Business Lab in 2004

#### Locational advantage:

- Centrally located and well connected with public transport
- Located in the vicinity of renowned institutions like IISc, IWST etc.

#### Diversity:

- Multi-disciplinary college with programs offered at UG and PG levels
- Students drawn from varied backgrounds, (socio-economic, geographic and academic)
- Inter-class and inter-collegiate cultural fests to showcase the concept of Unity in Diversity

**Participative Management:**

- Decentralized decision making
- Bottom-up approach
- Leaders drawn from across levels as coordinators of various committees

**Academic excellence:**

- Courses offered to address cross-cutting issues, employability, entrepreneurship, citizenship
- Experiential learning methodologies adopted
- Industry collaboration and industry integrated courses offered
- Impetus to STEM education by focusing on developing research skills through the Star College program and Higher Order Thinking Skills (HOTS)

**Placement:**

- Progression to higher education
- Placement by reputed companies
- Pre-placement training

**Women Development Centre:**

- Awareness programmes on women's rights and issues
- Skill development activities for promoting self-reliance
- Interactions with women achievers towards role modeling

**Value education:** Sustained commitment to enabling holistic personality development of students

**NEP 2020:**

- Invited by Bangalore City University to submit a Model Curriculum towards implementation of NEP.
- Successful implementation of NEP 2020 from the academic year 2021-22

**Institutional Weakness**

**The following weaknesses have been identified in the various areas of institutional functioning:**

- **Collaborations:** Linkages and/or MoUs with international bodies need to be initiated
- **Exchange programs:** Tie-ups with universities / institutes for student and faculty exchange programs are to be activated.
- **Research Guideship:** The eligible faculty members are yet to be recognised as research guides from the affiliating University
- **Community outreach activities:** Formalization of outreach activities by including it as part of the

evaluation for assessment of every student is to be initiated

- **Alumni engagement:** Being a women's college, mobilization and sustained association with alumni across streams has been a major constraint.
- **Resource mobilization:** Generation of funds from various sources like industry, donations from philanthropists, contributions from alumni is yet to be optimized.
- **Infrastructure:** Limited scope for expansion of physical infrastructure to meet the growing demands of various programs offered because the college is located in a prime area of Bangalore city where availability of appropriate space is in short supply.

## Institutional Opportunity

**Being a women's college with autonomous status, the following opportunities have been identified:**

- Establishment of **Centre for Women Studies** in order to build new knowledge on women in national and global perspectives
- Scope for introduction of online programs supported by a **well-equipped ICT** facility and well-trained faculty
- Launching of an innovation hub and incubation centre at the proposed **new campus in Sondekoppa**
- Opportunity to establish **Centre for Performing Arts** to align with the provisions outlined in **NEP 2020**.
- Mobilization of funds by **tapping government schemes** towards expanding the scope and reach of extension activities
- Enhancement of **institutional visibility** at the national and international levels through intensive use of **digital media**
- Augmentation in the use of renewable energy resources so as to align with **UN SDG goal 7** (Ensure access to affordable, reliable, sustainable, and modern energy for all)
- Scope for academic linkages with institutes of repute in the vicinity of the college and also for linkages with institutions at the national and international levels

## Institutional Challenge

**Various constraints in the external environment have posed the following challenges:**

- Due to limited availability of appropriate **physical infrastructure in the vicinity of the college** towards enabling realization of expansion plans to meet stakeholder expectations.
- Lack of availability of skilled and talented human resource for various academic and administrative positions in the context of changing higher education scenario
- Being an autonomous college, with the faculty engaged in full-time teaching, scope for funded major research projects and industry-sponsored projects is limited.
- Lack of opportunity for revenue generating consultancy services
- Setback in implementation of academic plans during the assessment period on account of lockdown due to Covid Pandemic.
- Superannuation of long-serving teaching faculty during the last 5 years creating an imbalance in the ratio of experienced teaching faculty to newly recruited teaching faculty.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

**Subsequent to award of autonomous status in 2016, the first-graduating autonomous batch were 2016-19 batch of students . From the academic year 2018-19, the college became a full-fledged autonomous institution under the perview of parent university (BCU).**

- The college offers 16 UG, 4 PG and 1 Ph.D program in Kannada under CBCS, with a few programs offering specialization.
- The CBCS syllabi of each program and courses have been framed to attain clearly defined POs, PSOs and COs. These expected learning outcomes have been drawn out to ensure that the academic process addresses local, regional, national and global developmental needs.
- The Meticulous curriculum planning includes BOS comprising the chairman, senior faculties and subject expertise, university nominee, an industry expert, an alumni representative.
- 95% Syllabus of 20 programs were revised during the assessment period of 2016-17 to 2020-21 in order to provide knowledge and skills that are current and relevant with changing times.
- 83% courses offered focus on employability / entrepreneurship / skill development.
- Across 515 total courses offered, 39 new courses were introduced in the span of 5 years.
- 95% of syllabi followed CBCS pattern and programssuch as B.Com, BCA and M Sc. Biotechnology offered electives.
- 19 courses included components of professional ethics, 9 courses addressed gender issues, 21 courses had the components relating to human values and ethics and 31 courses educated on the environmental sustainability and related issues.
- 139 value-added courses are being offered for providing students an edge in the job market to make the students career ready with 75% of students having been benefitted.
- Around 776 students undertook internship/field visits/projects for the academic year 2020-21
- Structured feedback on curriculum design, of curriculum were regularly collected from all the stake holders- students, teachers, alumnis and employers year wise, suggestions were incorporated during the syllabus revision and restructuring.
- Feedback analysis were reverted to the departments for the action to be taken. Action taken report on the feedback analysis of curriculum design and review were placed in the managingr trust meeting for further suggestions.
- NEP 2020 guidelines was adopted in framing the curriculum and implemented for the batch of 2021-22.

### Teaching-learning and Evaluation

The college has adopted innovative teaching methodologies towards enhancing diverse students learning experiences

- The average enrolment being 55% , with an demand ratio of 1 : 1 for all the programs against the sanctioned seat of 1424.
- The college adheres to the norms prescribed by GOI in filling of seats against reserved categories with a 68% enrolment ratio as against the statutory requirement of 50%
- The teaching faculty conduct activities for enhancing capabilities of slow / average / advanced learners.
- The student – teacher ratio of 21: 1 is a healthy ratio indicating adequacy of number of teachers for

ensuring an enriched teaching-learning environment.

- To enhance learner experiences various departments have adopted pedagogies like internship, industrial visits, workshops, practical sessions, fests with course-oriented themes, research projects, group discussions, quiz, role play and case analysis.
- Integration of ICT with traditional methods of teaching has positively impacted the quality of teaching and enabled rich learning experiences for the students.
- The Mentor to Mentee ratio is of 1: 23.
- The academic calendar comprises of 90 working days/ semester of events is strictly adhered.
- Teaching plan is integrated in the work diary guides faculty in timely completion of syllabi, adopting appropriate teaching methodology.
- 104 full time teachers, 9 part time teachers constitute 100% teachers recruited against a sanctioned teaching posts of 113 during last 5 years.
- The average percentage of full-time teachers with Ph.D is 25%.
- Average teaching experience of full-time teachers in the same institution is 8 years.
- The average number of days between last date of examination and date of declaration of results is 37 days. Grievance relating to examination on an average is 1.5 %.
- Examination Management System (EMS) – e campus software - facilitates the conduct of all examination procedures including Continuous IA and End Semester Examination.
- The pass percentage for the current final year batch of UG is 87% and PG is 95.38%.
- PO, PSO and CO of all the programs and its attainment are communicated to the stakeholders through website and during the student/teachers orientation.
- Feed back analysis of SSS is displayed on the college website.

## Research, Innovations and Extension

The research, innovations and extension activities of the college are as follows:

- The research committee supports research activities through a well-defined Research Promotion Policy.
- Based on the recommendations of the RAC seed money for in-house research has been sanctioned to the tune of Rs. 0.72 lakhs over the last 5 years.
- One teaching faculty from the Department of Biotechnology has been awarded DBT-RA, GOI (post-doctoral fellowship) to pursue at IISc.
- Total grants received from government and non-government agencies amounts to 210.96 lakhs for the last 5 years
- 19 faculty have 17 funded projects from Government and Non-Government agencies during the last 5 years amounting to Rs. 38.330 lakhs.
- The Kannada Research Centre has 12 Ph.D research scholars enrolled with 3 recognised guides ( 4 scholars per guide) along with 3 faculty from Biotechnology department .
- On an average, in the last 5 years, 32% of the departments have research projects funded by Government
- The college has Kannada and Biotechnology research centre, mLAC-KSCST IP cell, DBT sponsored BIF centre, BiSep program, ED centre nurturing research ideas and innovations.
- 114 programs have been conducted to orient faculty and students on research methodology, IPR, entrepreneurship and skill development during last five years
- 150 research articles by teaching faculty including 42 Scopus indexed have been published in UGC approved journals
- Total number of books and chapters during last five years is 259.

- A consultancy cell has been formed to promote and strengthen consultancy activities' The amount of revenue generated through consultancy is Rs.0.3 lakhs during the period of assessment.
- Total amount spent on training teachers for consultancy services amounts to 5.42 lakhs.
- 33 faculty/students awards were received from government/ government recognized bodies under extension activities.
- 175 extension and outreach programs have been conducted by the college through NCC / NSS / YRC with 18.13 % of students having participated in the activities during the last 5 years.
- Total no. of Collaborative activities during last five years is 387.
- No. of functional MoUs with institutions, industries and corporate houses is 72.
- mLAC-KSCST IP cell established for facilitating innovations, copyrights and Patents.

## Infrastructure and Learning Resources

The college campus includes a well maintained, IT enabled physical infrastructure, completely automated library, Examination management system and learning management facilities.

- 32 classrooms are ICT enabled (including 5 smart classrooms) with varied seating capacity that are allotted on the basis of class strength.
- 19 State-of-the-art laboratories, 10 humanities and other academic facilities such as UGC resource center, Business Lab, ED center, audio-visual centre to name few.
- The college has adequate physical infrastructure in the form of auditorium, open quadrangle, playground, gymnasium and sports room for cultural activities, sports and Yoga.
- Well-equipped air-conditioned auditorium with state-of-the-art audio-visual systems and one open air stage in the college quadrangle has enabled to conduct conferences, workshops, seminars, fests, and cultural programs.
- Two seminar halls / AV rooms with latest equipment and technology are used for e-content development, seminars, workshops, conferences and conduct of statutory meetings.
- Expenditure for infrastructure augmentation excluding salary is to the extent of 18.45% of total expenditure excluding salary.
- The library has been fully automated since 2004 (EASYLIB 2.0). After periodic upgradation, the library is presently using EASYLIB 6.4 (a) web version.
- The institution has access to e-journals, e-shodhsindhu, e-books and databases with the two libraries having 63,243 books (33,000 titles)
- around 220 footfall was registered accounting to 9% of library usage for the last 1year.
- **IT policy** of the institution ensures legal and appropriate ethical use of computing facilities that include computer hardware, software, email, information resources, intranet and internet access facilities, website hosting, online content usage, data backup, safety and security of data, products, facilities and users in the campus.
- Total number of computers for academic purpose is 659 accounting to a 4:1 student computer ratio and 1:1 for the practical sessions.
- The internet bandwidth 50Mbps leased line and 200Mbps Wi-Fi connection.
- The budget allocation for infrastructure maintenance is adequate to ensure smooth functioning of the institution. The student feedback on infrastructure indicates that adequacy is maintained
- The infrastructure maintenance policy provides guidelines for the maintenance of physical, academic and support facilities.
- In order to meet future development, land measuring 6 acres at Sondekoppa in Nelamangala, Bangalore has been purchased.

## Student Support and Progression

The college has initiated steps to provide necessary assistance to students in order to enable meaningful learning experiences in the campus and facilitate their development and progression.

- The average percentage of students benefitted by scholarships and freeships provided by the institution, Government and non-government agencies is 40.63 % around 6% of students are benefitted by the institutional freeships/ endowments etc.
- The college conducts skill enhancement activities by engaging students in soft skills and communication skills, as components of pre-placement training, life skills through value education workshops and awareness of trends in technology through integration of such skills in the teaching-learning process.
- 2749 students were benefitted by the career counselling and guidance offered by the institution for competitive examinations in the last 5 years.
- The college has a comprehensive grievance redressal procedure to redress grievances of students and employees as outlined in the grievance redressal policy. mLAC adheres to guidelines of statutory / regulatory bodies with respect to sexual harassment and ragging. The POSH committee and anti-ragging committee ensure speedy redressal of grievances, if any.
- The average percentage of placement is 45 % for the last 5 years.
- The student progression to higher education has been gradually increasing over the years and presently 42 % for the previous graduating batch.
- The success rate of students who attended coaching for competitive exams is 92.54%.
- Number of awards, medals won by students in sports and cultural activities during last five years is to an average of 45.
- The mLAC Students' Council, comprising of President, and other members plays an active role in organising various events in the college.
- Student representatives are ensured in various committees, such as, anti-ragging cell, grievance redressal cell, women development centre, entrepreneurship cell and IQAC.
- 'The mLAC Alumni association, 'ARPAN', a registered body, organises various events and contributes to the development of the institution, both in monetary and non-monetary forms. Monetary contribution has been towards instituting scholarships, providing fees for the needy students and non-monetary support has been in the form of guest lectures, seminars, workshops and group discussions.
- ALUMNI Financial contribution is 15.93 lakhs.

## Governance, Leadership and Management

The policies and practices of the institution and the overall role of leadership is evident in the growth and development of the college in alignment with its vision and mission.

- The head of the institution practices decentralization and participative management by delegating responsibility to the teaching faculty through constitution of committees
- The organisational structure provides a broad framework, highlighting the authority and responsibility of the various roles in the college.
- The Principal who is head of the institution is effectively supported by an academic coordinator, administrative officer and finance officer.

- The Institutional Strategic Plan 2016-21, drafted by the teaching faculty to align with the vision and mission of the college has been effectively deployed.
- E-governance has been implemented in areas of administration, finance & accounts, student admission & support and Examination under the compliances of e-governance policy.
- Gratuity, Provident Fund, Medical insurance, free meals and coffee/ tea and educational allowances for non-teaching staff, are the welfare measures provided by the college.
- Welfare measures for career development include seed money provided for research, cash award on completion of Ph.D., reimbursement of registration fees for paper presentation and financial support for attending and presenting papers at international conferences abroad. The average percentage of teachers who benefitted from the financial support is 17%.
- 31 professional development/administrative training programmes have been organised. 19% of faculty members have undergone face-to-face / online faculty development programmes and refresher courses.
- Internal and external financial audits are conducted regularly.
- The Resource Mobilization and Utilization Policy provides guidelines for ensuring effective financial management.
- The quality initiatives of the IQAC are as follows:
  - Academic & Administrative Internal Audit.
  - e-Newsletter.
  - Participation in NIRF.
  - Awareness and strict implementation of POSH guidelines.
  - Guidance on framing of POs, PSOs and COs.
  - Arivu – an interdisciplinary forum initiated by the Department of Kannada, Chemistry and Biotechnology conducts series of seminars.
  - Comprehensive feedback system.
  - Green initiatives – planting saplings, ban of single use plastics, green audit / energy audit / environment audit.
  - Gender audit.
- The IQAC meets half-yearly to enable quality initiatives.
- A 360-degree feedback system for assessment of teaching faculty has been established.

## Institutional Values and Best Practices

**Activities of the college are aligned to its motto ‘Sheelam Parama Bhushanam’ and define institutional values and best practices.**

- The activities are designed to motivate women students to think, feel and act as equals in society.
- The facilities provided in the campus with respect to safety & security and the activities organised by the **Women Development Centre** enhance the capabilities of the students, thereby grooming them for their personal and professional lives.
- The college uses 100% **LED** bulbs for energy conservation and has adopted rain water harvesting facility and borewell recharge for water conservation.
- The college has **MoUs** with various external agencies for effective waste management.
- Green campus initiatives include pedestrian friendly pathways, restriction on entry of vehicles into the

campus, ban on single-use plastics and landscaping with trees and plants.

- Green audit has been conducted by **Centre for Environment Education (CEE)**, Bangalore, Karnataka
- The college is equipped with **ramps and lifts, disabled-friendly washroom** as well as provision for enquiry and information towards a barrier free environment for persons with disabilities.
- The core values of the institution - Excellence, Team work, Integrity, Inclusivity and Responsiveness are reflective of the focus on tolerance and harmony towards diverse societal groups.
- The college encourages admission of students from different backgrounds and the reservation policy of the government is followed.
- The college has reached out to **First Generation Learners (FGLs)** by formulating a **FGL Policy** for enabling an inclusive environment for all students.
- Initiatives to sensitize students and employees to constitutional obligations include – **course on Indian Constitution, celebration of National Days, NCC & NSS activities, workshops on value education, student support cells, code of conduct.**
- The **code of conduct for students / employees** is displayed on the website and also provided to them as hard copy in the student / employee handbook respectively. A committee has been constituted to monitor the adherence. Programme on awareness of code of conduct and professional ethics have been organised.
- Programs such as **Republic Day, Ambedkar Jayanthi, Gandhi Jayanthi, Jana pada Mela** etc have been organised to commemorate / celebrate national / international days, events and festivals.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARANI LAKSHMI AMMANI COLLEGE FOR WOMEN, AUTONOMOUS
Address	Malleshwaram 18th cross
City	Bengaluru
State	Karnataka
Pin	560012
Website	<a href="http://mlacw.edu.in">mlacw.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nagalaxmi B.n.	080-23349311	9632481594	-	mlacw@mlacw.org
IQAC / CIQA coordinator	Sharmistha Dutta	080-23360816	9844360801	-	iqac@mlacw.org

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	08-08-1972

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		19-04-2016		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Karnataka	Bengaluru Central University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	20-02-1989	<a href="#">View Document</a>		
12B of UGC	25-07-1994	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2014
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DBT STAR COLLEGE STATUS
Date of recognition	08-09-2015

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Malleswaram 18th cross	Urban	1.0167	2451.44

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Humanities	36	PUC	English	100	9
UG	BA, Humanities	36	PUC	English	60	25
UG	BA, Humanities	36	PUC	English	100	12
UG	BA, Humanities	36	PUC	English + Kannada	40	0
UG	BSc, Science	36	PUC	English	72	40
UG	BSc, Science	36	PUC	English	72	26
UG	BSc, Science	36	PUC	English	100	29
UG	BSc, Science	36	PUC	English	40	31
UG	BSc, Science	36	PUC	English	40	35
UG	BSc, Science	36	PUC	English	60	19
UG	BSc, Science	36	PUC	English	100	44
UG	BCom, Commerce	36	PUC	English	30	29
UG	BCom, Commerce	36	PUC	English	290	287
UG	BBA, Management Studies	36	PUC	English	60	46
UG	BCA, Computer	36	PUC	English	100	79

	ter Science					
UG	BVoc,Vocational	36	PUC	English	50	10
PG	MSc,Science	24	UG Degree	English	30	30
PG	MSc,Science	24	UG Degree	English	20	19
PG	MCom,Commerce	24	UG Degree	English	40	24
PG	MA,Kannada	24	UG Degree	Kannada	30	0
Doctoral (Ph.D)	PhD or DPhil,Kannada	36	PG Kannada	Kannada	12	0

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				13				37			
Recruited	0	0	0	0	5	8	0	13	1	0	0	1
Yet to Recruit	0				0				36			
Sanctioned by the Management/Society or Other Authorized Bodies	0				22				77			
Recruited	0	0	0	0	6	16	0	22	6	71	0	77
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	12	2	0	14
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	16	32	0	48
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	1	0	3
Yet to Recruit				1

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	13	0	1	9	0	29
M.Phil.	0	0	0	0	5	0	0	3	0	8
PG	0	0	0	5	6	0	1	30	0	42
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	26	0	29
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	12	5	0	17

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2184	26	0	0	2210
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	142	3	0	0	145
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	100	99	130	126
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	18	20	17	25
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	284	322	382	358
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	319	352	309	272
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		721	793	838	781

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Humanities	<a href="#">View Document</a>
Kannada	<a href="#">View Document</a>
Management Studies	<a href="#">View Document</a>
Science	<a href="#">View Document</a>
Vocational	<a href="#">View Document</a>

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>As per NEP 2020 guidelines, a holistic and multi-disciplinary education would aim to develop students' capacities in all aspects – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. The critical 21st century Multi/interdisciplinary capabilities in fields across the arts, humanities, languages, sciences, social sciences and professional, technical and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialisation in a chosen field will be acquired through NEP based curriculum. Maharani Lakshmi Ammanni College for Women, Autonomous offers multidisciplinary programs in Arts, Science, Commerce, Management and Computer Science at the UG and PG levels with an interdisciplinary programme – B.Sc. PBZ (Psychology, Botany, Zoology) and a vocational UG program in Medical Lab Technology. Thus, the college is poised for implementation of NEP. At the outset, a NEP committee was constituted under the chairmanship of Principal and a senior teaching faculty as coordinator. The committee, with the members and co-ordinators, along with Principal attended a series of brain storming sessions with the Vice Chancellor of Bengaluru City University on the modes and modules of NEP for autonomous colleges. The mLAC NEP committee created a platform for institution wide awareness on the guidelines of NEP 2020 and its implementation by conducting seminars and workshops as follows:</p> <ul style="list-style-type: none"> <li>• Online interactive workshop on “NEP 2020 - Implementation and Framework” with 101 faculty interacting with Dr. B. Thimme Gowda, Vice Chairman of Karnataka State Council Higher Education, Prof. Prasanna Udupikar, Vice Principal, VVN degree college, V.V Puram, Bengaluru, and Dr. M Anuradha, Principal, Padmashree Institute of Management Sciences.</li> <li>• Webinar on “NEP 2020- Step Towards Implementation at mLAC” by Prof. K. Ramachandran, Senior Advisor, Unit for International Cooperation (NIEPA) and Dr. Gururaj Karjagi, Chairman, Academy for Creative Teaching. The teaching faculty were enlightened on the implementation of NEP.</li> <li>• Orientation towards NEP</li> </ul>
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	<p>2020 Awareness and Implementation at mLAC by Dr. P. G. Siddheshwar, Professor, Centre for Mathematical Needs, Dept. of Mathematics, Christ university. The cumulative outcomes of the above for the teaching faculty on implementation of NEP were:</p> <ul style="list-style-type: none"> <li>• Understanding the spirit of the model curriculum of NEP.</li> <li>• Awareness on the need to identify and innovate best practices for implementation.</li> <li>• Awareness of need to reach out to the stakeholders.</li> <li>• Understanding the need for initiatives of several bodies in a synchronized manner, coherence in planning and realising the benefit of the synergy effect.</li> <li>• Understanding the model curriculum in the context of each of the programs offered.</li> <li>• Complete knowledge of the II A model of BCU adopted by the college (among the different models of curriculum suggested by expert committees) This NEP curriculum ( Ref: <a href="https://www.bcu.ac.in/new-ug-syllabus-as-per-nep-2020-effective-from-2021-22/">https://www.bcu.ac.in/new-ug-syllabus-as-per-nep-2020-effective-from-2021-22/</a>) has been discussed and deliberated at the department level. The preparedness of the teaching faculty in framing NEP based curriculum is evident in the fact that, mLAC has been the only college among the autonomous colleges to draft a model NEP curriculum framework (Ref: <a href="https://downloads.mlacw.edu.in/filer_public/54/a4/54a4a18d-0d1e-4be2-98f3e1ba1a818cb1/nep_mlac_proposal_july_2nd_2021.pdf">https://downloads.mlacw.edu.in/filer_public/54/a4/54a4a18d-0d1e-4be2-98f3e1ba1a818cb1/nep_mlac_proposal_july_2nd_2021.pdf</a>) (<a href="https://downloads.mlacw.edu.in/filer_public/65/8e/658edfe7-d0fd-45a4-8a201f476930d04f/pg_nep_mlac.pdf">https://downloads.mlacw.edu.in/filer_public/65/8e/658edfe7-d0fd-45a4-8a201f476930d04f/pg_nep_mlac.pdf</a>) for UG and PG programs and submit the same to BCU on the request of the Vice Chancellor.</li> </ul>
2. Academic bank of credits (ABC):	<p>mLAC follows choice-based credit system (CBCS) for its courses implemented under NEP and the same has been approved by the academic council. The college shall register under National Academic Bank of Credit portal (ABC Portal) that is integrated into the nad.digitallocker.gov.in platform in future or as instructed by the affiliating parent university. The college qualifies for registration under the ABC scheme on account of the following:</p> <ul style="list-style-type: none"> <li>• Awarded CPE status and Autonomous status by the UGC</li> <li>• Multidisciplinary and interdisciplinary programs offered</li> <li>• Courses offered in cutting-edge areas such as Biotechnology, Biochemistry, Bio-informatics, Cloud computing, Machine Learning, Journalism, International Business, International Taxation &amp;</li> </ul>

	<p>Technology • Recognition for Life sciences with Star status and accomplishments in research and publications • Competence in curriculum design and development towards attainment of specific learning outcomes</p> <p>On implementation of NEP in the academic year 2021-22, mLAC has registered under the UUCMS which will facilitate students to get the benefit of ABC. Karnataka is the first state in the nation to create Unified University &amp; College Management System (UUCMS) a flagship project envisioned by the Department of Higher Education, Government of Karnataka. The UUCMS unifies and integrates the functioning and the governance of all colleges and public universities in the state bringing all of them under one umbrella. Ensuring uniformity and unifying the General and Technical Higher Education institutions (HEIs) will centralize the data availability on higher education from the grass-root level. This UUCMS application will help students, parents, faculty, employees and administrators of HEIs in the state. (Source: BCU website).</p>
3. Skill development:	<p>NEP 2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programs into main stream education. The policy states that HEIs will be allowed to conduct short term certificate courses in various skills, including soft skills. The preparedness of the college in enabling skill development is reflected in the following:</p> <ul style="list-style-type: none"> <li>• The college offers B.Voc. in Medical Lab Technology aligned to NSQF</li> <li>• Skill development and PG diploma programs offered across all streams, the benefit of which can be obtained by students of the college and of other colleges under open elective / skill enhancement module of NEP.</li> <li>• The college offers many add-on programs which enable hands-on skill development of the students.</li> <li>• State-of-the-art ICT facilities and Lab infrastructure - basic and high-end instruments, research centre, business lab, UGC resource centre at mLAC can be the facilities that can augment the NEP motive of skill-based education</li> <li>will promote the</li> <li>• Collaborations and linkages with industry</li> <li>• Internship integrated curriculum</li> </ul>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for NEP 2020. Indian culture and philosophy have had a strong influence on the world. These rich legacies to</p>

	<p>world heritage must not only be nurtured and preserved for posterity but also researched, enhanced and put to new uses through our education system. mLAC preparedness in integration of Indian Knowledge System is evident in the following:</p> <ul style="list-style-type: none"> <li>• Indian languages offered as part of curriculum – Kannada, Hindi, Sanskrit.</li> <li>• Kannada department of the college offers UG, PG and doctoral programs.</li> <li>• Kannada being offered in the UG program as optional Kannada.</li> <li>• Open electives titled ‘Indian Culture and Heritage’, ‘Professional Ethics’, ‘Value Education’, ‘Gender Studies’ introduced for students at the UG level in the online mode.</li> <li>• Increased access, equity and inclusion through online education / open distance learning of open electives.</li> <li>• Celebration of national and state festivals in the campus in appreciation of the fact that the college has students from various states, cultures and diversities</li> </ul>
5. Focus on Outcome based education (OBE):	<p>NEP 2020 framework provides for a comprehensive approach to effective learning that involves appropriate curriculum, engaging pedagogy, continuous formative assessment and adequate student support. It highlights the need for the curriculum to be interesting and relevant, and for it to be updated regularly to align with latest knowledge requirements and to meet specified learning outcomes. The IQAC of mLAC has taken a step forward in orienting teaching faculty on framing POs, PSOs and COs and in understanding their relevance to Outcome Based Education (OBE) towards ensuring quality, through Faculty Development Programs. The college is poised to offer OBE comprehensively in tune with the NEP guidelines as stated below:</p> <ul style="list-style-type: none"> <li>• Learning outcomes clearly defined for every course and program</li> <li>• The outcomes uploaded on the college website and communicated to students and teachers</li> <li>• Teaching pedagogy to be adopted towards attaining learning outcomes outlined in the teaching plan prepared by each teaching faculty.</li> <li>• Assessment methods designed to test application of knowledge and skills</li> <li>• Structured feedback on outcome attainment of POs, PSOs and COs</li> </ul>
6. Distance education/online education:	<p>In order to ensure access, equity and quality education for all, NEP 2020 guidelines emphasize the need to integrate online education into the curriculum. mLAC is well equipped to offer distance</p>

education / online education across streams due to the following strengths:

- Teaching faculty have been rigorously trained to implement different online tools to make teaching effective during the pandemic.
- Teaching faculty are well versed with MOODLE and other ICT tools
- College is equipped to conduct online courses through live streaming or by providing access to its e content on the website
- College library is automated enabling distant access to the study materials and reference materials for its students and faculty.
- ICT infrastructure – smart classrooms, Wi-Fi facility, LMS
- Students are directed to enrol for Massive Open Online Courses (MOOC)
- Readiness of teaching faculty to offer Massive Open Online Courses (MOOC) in their area of core competence

## Extended Profile

### 1 Program

#### 1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	20	20	20
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of departments offering academic programmes

Response: 7

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2355	2294	2164	2093	2079
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
748	742	618	716	689
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3**

**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2199	2201	2134	1410	699
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4**

**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	54	36	19	4

**3 Teachers****3.1**

**Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
515	504	484	322	163
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.2**

**Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	106	102	97
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

**Number of sanctioned posts year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	106	102	97
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
866	851	935	844	783
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
717	712	712	712	712
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 34****4.4****Total number of computers in the campus for academic purpose****Response: 659**

## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
732.53	450.72	427.34	448.33	515.29

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - 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 is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

mLAC, on being granted autonomous status in 2016 embarked on the task of curriculum development with focus on attainment of graduate attributes - deep discipline knowledge; creative, critical thinking, problem solving, analytical skills; research skills; communication and team skills; professionalism; ethical competency; multi-cultural competence; skills for self-directed learning and life-long learning.

**Process of curriculum development and implementation:**

**Step1:** Analysis of current requirement of industry (indirect method) – inputs provided by recruiters and alumni placed in industry, feedback on curriculum from stakeholders and informal interactions with students.

**Step 2:** Analysis of academic performance (direct method)

**Step 3:** Framing of curriculum based on inputs received through direct and indirect methods. The syllabi of each program and course framed to attain clearly defined POs, PSOs and COs.

**Step 4:** Expected learning outcomes drawn to ensure that the academic process at the college leads to improved opportunities for employability / entrepreneurship / research while addressing local, regional, national and global developmental needs.

**Step 5:** Curriculum framed presented to Board of Studies (BoS) for approval. BoS comprises of subject experts, industry expert, alumni representative, university nominee, faculty of the department, with HoD as chairperson.

**Step 6:** Incorporation of inputs provided by members of the BoS and presenting the curricula for approval to the Academic Council comprising of academicians, university nominees, industry experts, HoDs with Principal as chairperson.

**Step 7:** Incorporation of inputs / expert advice on content, pedagogy and expected outcomes from Academic Council members towards finalisation of curricula to be implemented.

**Step 8:** Measurement of PO / PSO / CO attainment on completion of program or course to provide input for curriculum revision.

During the assessment period (2016 to 2021) the college has undertaken two major revisions (2016-19 and

2019-22) with minor revisions being undertaken every year.

**In the academic year 2021-22 the college implemented the curriculum framed in alignment with NEP 2020 guidelines as per the model framework provided by BCU. This curriculum is aimed at equipping students with knowledge, skills, values, leadership qualities and initiate them for lifelong learning. It is in tune with Goal 4 (SDG 4) of the 2030 Agenda for Sustainable Development.**

**Illustration of expected outcomes towards local, regional, national and global developmental needs**

### **Sciences**

- a) Understand the hazards associated with carrying out chemical experiments in terms of chemical toxicity, chemical stability and chemical reactivity for environmental sustainability.
- b) Design and develop solutions from medicinal plants for various health problems, disorders and diseases prevailing in the society.
- c) Demonstrate the skills in design & development of software and hardware.

### **Arts**

- a) Develop an appreciation of themselves and of others in local, regional, national, and global contexts.
- b) Analyse and interpret socio-cultural issues and report in the regional language – Kannada.
- c) Demonstrate cultural sensitivity towards becoming global citizens.

### **Commerce & Management**

- a) Establish entrepreneurial ventures thereby creating employment opportunities
- b) Understand the relevance of ethics and values in every aspect of business
- c) Meet the challenges of the global business environment as ethical leaders and holistically developed global managers

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**

**Response:** 95.24

#### **1.1.2.1 Number of all Programmes offered by the institution during the last five years.**

Response: 21

**1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 20

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**

Response: 41.29

**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
128	135	156	134	132

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2 Academic Flexibility**

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 7.57

1.2.1.1 How many new courses are introduced within the last five years

Response: 39

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 515

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).****Response:** 95.24

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 20

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The college has been offering courses that integrate crosscutting issues into the curriculum in order to

ensure that the vision of empowering women through holistic education is met. The main objectives behind such integration are:

- To develop ethical competency
- To develop greater awareness about gender equality.
- To empower students with human values.
- To build consciousness towards environment protection for sustainable development.
- To enhance digital fluency

The various programs offered by the college integrate the crosscutting issues into the curriculum in the following manner:

1. **Professional Ethics:** The programs offered by the Commerce and Management streams include courses on Business Ethics and Corporate Governance. The programs offered in the science stream ensure that students are made aware of ethical norms in scientific research and lab practices. The programs offered in the Humanities stream include courses which cover ethics in counselling, ethical practices in the field of journalism, advertising and mass media. An open elective on Professional Ethics has been offered to students to equip them for a successful career.
2. **Gender:** The programs under the Commerce and Management streams offer courses in Entrepreneurship which includes women entrepreneurship – challenges and measures to overcome the challenges. The programs offered in the Humanities stream include courses with emphasis on women's rights, women empowerment, women in journalism, women and psychology. An open elective in Gender Studies has been introduced as an inter-disciplinary academic study.
3. **Human Values:** The college offers Kannada, Hindi and Sanskrit as Languages which through poetry and drama bring out important aspects of human values. Every student of the college participates in the workshop on value education organized by DISHA Bharat. An open elective titled 'Value Education' has been introduced to enable students understand the relevance of values to life in a systematic and formalized manner. A value-added course on Personality Development is offered to students across streams.

The college also offers 'Indian Constitution' as a foundation course for students to gain knowledge on their fundamental rights and duties as citizens of India.

To develop the physical quotient, spirit of sportsmanship and citizenship the college encourages students to participate in sports, NCC and NSS.

1. **Environment and Sustainability:** Students belonging to the non-science streams are offered a foundation course 'Environmental Studies' which includes content on ecosystems, biodiversity and conservation, policies & practices for environmental protection. Students belonging to the science streams are provided in depth knowledge through course content on agricultural / environmental chemistry, water technology, chemistry of natural products, environmental / biochemical toxicology, renewable & non-renewable resources etc.
2. **Digital Fluency:** Teaching faculty and students are encouraged to adopt ICT in every facet of education being offered in the college. Students are facilitated through a digitally enabled education system whereby they are provided online access to services from admission to results through the student portal login. The efforts taken by the college during the COVID 19 pandemic towards enabling online classes and examinations has enhanced digital fluency in the campus.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 139

#### 1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	30	28	26	23

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 74.86

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1979	1640	1740	1477	1410

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

**Response:** 27.43

#### 1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 646

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

**Response:** A. All 4 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2 The feedback system of the Institution comprises of the following :

**Response:** A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 55.08

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
794	781	838	793	721

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1434	1424	1424	1424	1424

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 68.1

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
547	509	529	441	402

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

The college encourages all students with varied learning activities and ensures that students are not labelled as a particular type of learners.

However, in order to be certain that adequate motivation is provided to advanced learners and greater attention is paid to slow learners, the college follows a systematic process of identifying them. Primarily, the learning levels of the students are determined on the basis of their performance in the internal assessments and end semester examinations. Those securing less than 40% marks and displaying less than average learning ability in the classroom are considered slow learners. The students securing over 80% marks, exhibiting greater inclination for creative work and displaying extraordinary competence in classroom interactions and activities are considered advanced learners.

Faculty assess the scholastic abilities of students through close observation in the classroom and during practical sessions. Some students may display higher order thinking skills such as critical thinking, logical reasoning, analysis and evaluation. Some others may find it difficult to comprehend basic concepts and need sustained reinforcements for learning.

Towards providing appropriate learning experiences for students with different learning abilities, the following programs have been initiated.

#### Special programs for advanced learners:

- Encouragement for Paper presentations and participation in seminars/ conferences/ intercollegiate events.
- Support to prepare for competitive examinations.
- Issue of high quality reference books
- Opportunity to serve as Peer mentors for slow learners
- Identified as leaders to organize and independently manage intercollegiate fests and events
- Award of Scholarships

#### Special Programs for Advanced Learners:

#### Sciences:

- Opportunities to attend talks/seminars by leading scientists in institutions by JNC SAR, IISc.
- Encouragement and guidance to prepare project proposals for funding from KSCST, VGST, etc. and to attend Summer research programs.
- Use of teaching methodology where HOTS (High order thinking skills) are developed
- Opportunities for conducting lab experiments in emerging/ cutting edge areas of science
- Guidance and support for developing applications that have societal impact
- Opportunities to participate in events that require higher order thinking skills

#### **Commerce:**

- Preference for enrolment in B.Com. (A&F), a new program integrating Chartered Accountancy/Company Secretaryship with B.Com.
- Support provided for participation in entrepreneurial training conducted by IIM to present a business plan at a competition organised jointly by IIMB and FKCCI.

#### **Humanities:**

- Preparation of a short video/ documentary
- Infographics on various topics
- Design of advertisements and making of videos

#### **Impact:**

- Awards and accolades in various events
- Placements with higher-than-average CTC.
- Students enrolling for higher education in research institutes/ HEIs of repute.

#### **Special programs for slow learners:**

- Mentoring of students and counselling of parents
- Remedial classes
- Peer assisted learning
- Periodic assessment of performance
- Continuous monitoring of the academic performance
- English language lab sessions
- Encouragement for participation in intra-class activities

#### **Impact:**

- Majority of students record improvement in academic performance
- Greater capability to participate in classroom interactions and activities with reasonable confidence
- Enhanced self-image due to overall improvement in performance
- Increased ability to communicate and interact during placement

Thus, the college follows an unobtrusive, yet effective approach to devising programs for enhancing capabilities of learners with varied abilities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 21:1

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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

**Response:**

In order to enhance learner experiences various departments, adopt different pedagogies as per the requirement of the program and course. Online teaching-learning implemented in the last two years due to the pandemic also provided greater scope for student engagement in a very effective manner. Currently, with the students back in campus, a blended mode of learning has ensured that learners get the best of both online and offline learning.

The need to enable a vibrant environment for learner engagement has been felt in recent times. Advancement in information technology has provided greater exposure to learners in varied pedagogy that makes learning personally relevant and meaningful. The teaching faculty therefore adopt student centric methods, such as, experiential learning, participative learning and problem-solving methodologies to ensure effective learning.

**Experiential learning** methods adopted by various streams:

Sciences:

- Practical sessions in laboratories where students get hands-on experience on handling various instruments / specimens / chemicals / hardware / software and learn to apply in real time.
- Model making, Poster / paper presentations at exhibition and conferences
- Research projects by students
- Self-study reports

Humanities:

- Practical sessions for Psychology and Journalism

- Business Lab sessions
- Research projects by students
- Role play
- Peer teaching

Internships, Industrial / field visits, visit to media houses, guest lectures by experts, workshops are experiential methods adopted by all the departments.

**Participative learning** methods adopted across all departments

- Group discussions
- Panel discussion
- Model making, Poster / paper presentations under the guidance of teaching faculty
- Quiz (using ICT tools)
- Seminars by students
- Debates
- Peer learning
- Academic interactions with alumni

**Problem solving** methods:

- Case analysis in Humanities and Computer applications
- Projects by students – identifying a problem and finding solutions
- Math Lab

Add-on-courses offered to students follow student-centric methods to ensure that learner engagement is sustained. The courses are so designed as to bridge the industry-academia divide and enable for learners a glimpse of what they could expect in their professional domain.

Communicative English sessions are also transacted using student-centric methods with greater emphasis on listening, comprehending and reading.

Placement skills training involves the adoption of methodologies that support greater learner engagement in making them competent to interface effectively with recruiters towards successful placement.

Department fest at inter-class and inter-collegiate levels provide a platform for experiential learning where learners engage in conceptualisation and implementation of subject oriented activities such as lecture contest, preparation of business plan, logo designing to influence consumer behaviour, theme based art work, best manager, mock stock, coding, debugging and online painting.

Students of Journalism are provided with opportunities for shooting and editing of documentary, designing photo magazine and developing content for e-newsletter.

Workshops on value education are organised for all the students of the college where the pedagogy adopted is activity based and participative in nature. Learning is reinforced through group interactions, case analysis using audio-visual clippings, experience sharing, team games, puzzles / riddles and quiz.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

To facilitate effective teaching-learning during online / offline classes, teaching faculty have equipped themselves with the latest technology and ICT enabled tools. Some methods used are listed below

#### 1. PPT enabled with

- animations and simulations,
- Video clippings,
- Socrative,
- pear deck,
- hot potatoes,
- Kahoot
- White board
- Mind map

#### 2. Open educational resources such as

- NPTEL website,
- you tube videos,
- E-Resources (books, videos, journals),
- Short Films,
- Science videos,
- Animated videos

#### 3. Quiz through

- Google forms,
- PowToon,
- TedED,
- EDMODO,
- Survey Monkey and
- Prezi

#### 4. Uploading in G-Suite and Moodle

- PPT Bank
- Lecture Notes
- Question papers

## **5. Multimedia (to simplify the syllabus in a more meaningful way), Practical exposure through**

- E-PG pathshala material,
- NPTEL videos

## **6. Interactive lessons using**

- Nearpod,
- Interactive slides,
- Google slides
- Canva
- EDPuzzla,
- Clipchamp (free video editor, converter, webcam recorder and compressor),
- ChartGo (online chart maker).
- PDF Pro tool, (convert and edit documents online).

## **7. Content creation using:**

- Voice recording,
- live Studio programming,
- You Tube content creating,
- Short video documentary,
- online media platforms
- OBS studio

## **8. Open-Source Software used**

- Anaconda Python - Python Lab
- Weka 3 - Data Warehousing and Data Mining Lab
- JDK 1.8 - Java Lab
- R studio, Hadoop Framework - Data Analytics
- Chrome, Internet Explorer, Notepad, Javascript, XML – Web Programming
- Visual Studio, Anaconda, Thingspeak, NodeJS, Netbeans, Eclipse, Javascript- Projects

## **9. Mobile apps used:**

- Coding app – C programming Lab, Data Structures Lab
- Asqlite Manager, DBMS SQL Compiler Online- Database Management System Lab (DBMS)
- Java IDE – Java Programming Lab
- GIT Bash, LINUX Termux - LINUX Shell Programming

## **10. Simulators:**

- Logisim, Logic circuit simulator pro – Computer Organization & Architecture Lab
- Jubins 8085 simulator – Microprocessor and Assembly Language Programming Lab

## **11. ICT Enabled Platform/ Tool:**

- Google classroom is used to manage and post course-related information- learning material, quizzes, lab submissions, evaluations, and assignments.
- Virtual labs are used to conduct labs through simulations for certain experiments (Bioinformatics)

The college has facilitated the use of ICT-enabled tools and e-resources by providing appropriate infrastructure like smart classrooms with LCD projector and screen, WIFI connectivity, HDMI and HDMI to VGA converter.

The use of ICT-enabled tools by teachers has enhanced their capabilities to simplify complex concepts and provide varied visual experiences to the learners. Further, the integration of ICT with traditional methods of teaching has positively impacted the quality of teaching and enabled rich learning experiences for the students. The greatest benefit experienced by teachers is in having developed a better rapport with the students as a result of projecting a positive self-image about their capabilities in effective use of technology.

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 23:1

#### 2.3.3.1 Number of mentors ?????????????? ???????

**Response:** 104

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution****Response:**

**The college was conferred autonomous status in April 2016 and the functioning as per norms applicable to autonomous colleges was put into effect from the academic year 2016-17. Every year the academic calendar of events for the odd and even semester is drafted by the IQAC and presented for approval at the Governing Body and Academic Council meetings.**

The academic calendar is drafted in consultation with the Principal, Academic coordinator, IQAC, Controller of Examination, PG coordinator and Heads of the Departments. The notifications of the UGC and the affiliating university (BU / BCU) are considered in this process.

The following points / dates are considered in preparation of the academic calendar.

- 90 working days.
- Additional 10 days in view of activities during the academic year.
- Date for reopening of college, orientation for the new batch of students.
- Dates for student activities, Election of student association, Freshers Day, Cultural activities and Intercollegiate fest.
- Dates for BoS and Academic Council meetings.
- Two internal assessment tests, Parents Teachers Meetings.
- Last date for completion of syllabi for BSc, BCA and BVoc, considering the 90 working days, date for practical examination is provided and last date for completion of syllabi for BA, BCom, BBA.
- Date for End semester examination, Valuation and declaration of results are decided
- Date for commencement of the next semester.

**Adherence to Academic Calendar:**

The academic calendar for each of the departments is framed in accordance with the college calendar to ensure strict adherence to the dates specified therein. Therefore, all the academic and other activities are organised in a well-planned and seamless manner.

During the pandemic, due to lockdowns announced, the college adhered to the notifications of UGC, Karnataka State Government and Bengaluru City University for the conduct of examinations and reopening of the college.

**TEACHING PLANS**

To ensure timely and effective completion of syllabi, each faculty prepares a teaching plan. The teaching plan forms a part of the work diary and guides the teacher in completion of each module using appropriate teaching methodology and referencing within the time specified.

**Adherence to Teaching Plan**

The work diary maintained by each teacher is a record of every class on a daily basis, stating the topic covered, teaching methodology used and number of students present. This assists in ensuring timely completion of syllabi in accordance with the teaching plan. The head of department / Principal also

monitor adherence to the teaching plan by each of the faculty.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 24.5

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
33	30	25	23	20

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

**Response:** 7.95

#### 2.4.3.1 Total experience of full-time teachers

Response: 898

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 37

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
38	44	23	45	35

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 1.48

**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	54	36	19	4

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

#### **EXAMINATION REFORMS**

Subsequent to the granting of autonomous status in April 2016, an IT integrated examination system (EMS) using e-campus software has been implemented. This has led to greater efficiency and transparency in the Examination procedures and processes, without compromising on accuracy and security.

Reforms have been introduced in the examination management system to ensure that all activities related to examination and evaluation are conducted with utmost diligence and fairness.

- **Implementation of Examination Rules/Ordinances:** The College is affiliated to the Bangalore City University and is required to adhere to the evaluation pattern outlined in alignment with university examination ordinance.
- **Student Examination Portal:** An internally hosted Student Examination Portal (SEP) offers facility to access the examination related information online right from registering for the examination up to obtaining the results of the examination.
- **Innovative method of Evaluation:** A pioneering initiative of the college (2016-17) in conducting online examination using mobile phones/tablets has been identified as a notable achievement in the University. The examination for Foundation Courses (Indian Constitution and Environmental Studies) was conducted in online mode. Presently, the examination and evaluation of all courses with multiple choice question papers are conducted in the online mode within the college campus.
- **Centralised conduct of Internal Assessment Tests and End Semester Examination** has led to optimal utilization of physical as well as human resources, increased vigilance and smooth conduct of the examinations.
- **Integration of IT in examination processes through Examination Management System (EMS):** All examination processes including pre-exam processes, scanning and onscreen marking of handwritten answer scripts of the students and post examination processes (such as result processing, publication and secure generation of mark sheets) are fully IT integrated.
- **Transparency in evaluation process:** Centralised valuation of answer scripts, review by internal and external subject experts has instilled confidence with respect to a fair evaluation process among students.
- **Examination Grievance Cell:** This cell addresses all grievances pertaining to Internal assessments

and End Semester examination and evaluation. It ensures speedy redressal of grievances related to compilation of marks, revaluation and any other exam related issues.

- Strict vigilance and penal measures: To ensure integrity in the examination process and eliminate lapses and malpractices in theory and practical examinations, an internal vigilance squad has been appointed in addition to room invigilators.
- Security Features in marks card: Security features like Barcode, embossing, water mark, invisible logo that are unique to the college have been introduced in the Marks card to ensure that the Marks Card of mLAC cannot be duplicated. These security features are published in the college website to enable online verification.
- Eco friendly measures: Paperless examination resulting in huge cost reduction, practice of digital valuation leading to significant reduction in evaluation time and zero totalling error.

### **IT integrated Examination Procedures:**

- Generation of Register Number for new admissions
- Mapping of courses with student register numbers and subject codes
- Preparation of schedule of Internal Assessment tests, End Semester Examination (Theory and Practical) in accordance with Academic Calendar of Events
- Conduct of Internal Assessment Tests and End Semester Examination (Theory and Practical)
- Uploading of marks on the faculty portal of the EMS for theory and practical examinations
- Consolidation of marks (Theory and Practical) – student wise / course wise / program wise
- Declaration of Results
- Call for Revaluation
- Final declaration of Results

### **Online examination procedure during the pandemic:**

- Uploading of multiple-choice question papers through the login credentials
- Logging by students through the student portal with the login credentials provided to them.
- Remote proctoring by faculty.
- Live recording of all sessions
- Login statistics of users in the remote proctoring page.
- Submission of papers by students, automatic generation of marks and declaration of results online

### **Processes Integrating IT:**

#### **On-line pre-examination routine (offline examination) involves:**

- Generation of Time-Table.
- Preparation of Room Allotment and Invigilator Diary
- Issue of Hall Tickets
- Generation of list of students, invigilators, squad
- Monitoring of attendance
- Coding and decoding of scripts

#### **On-line pre-examination routine for the students involves:**

- Access to examination application form

- Access to the IA and ESE time schedule
- Payment gateway facility to pay the exam fees
- Exam Registration.
- Downloading of the hall tickets and access to results

#### Online Examination material management and logistics

- Generation of QR Code for students / answer script
- Barcode generation
- Preparation of Absentee Statement
- Preparation of 'A' Form (for making packets of 18 scripts each)
- Answer Script Tally

#### IT integrated post-examination activities:

- Monitoring of Issue and Return of Packets for Valuation,
- Entering of marks in the faculty portal (Theory and Practical)
- Digital valuation for the online examination of PG Courses.
- Generic result processing:
  - Online Results of the End Semester Examination,
  - Calculation of SGPA and CGPA using software
  - Declaration of results using software developed formulae
- Online issue of Provisional Degree, Migration, Study Certificates

#### Continuous Internal Assessment System:

CIA comprises IA tests, Attendance and Projects / Self-study reports. The weightage given to CIA is 30% [30 (IA):70 (ESE)] for all the subjects in Science, Commerce, Management and Computer Application streams. For the Humanities the weightage for IA is 33% [50 (IA):100 (ESE)]

#### IT integrated Internal Assessment activities:

- Entry of Internal Assessment tests on Faculty portal
- Entry of marks for attendance and Projects / Self-study reports on Faculty portal
- Calculation of marks for CIA online for inclusion in the marks card

#### Impacts of IT Integration:

The use of technology in examination procedures and processes has benefited the stakeholders as follows:

##### Students:

- Ease in examination process – from registration to results
- Greater confidence in the examination system

- Hassle-free access to certificates issued by examination section
- Elimination of procedural delays

Teaching faculty:

- Ease in entry of marks (Internal Assessment, End Semester Theory and Practical Exams)
- Ease in the entire examination process – Uploading question papers to uploading marks

College:

- Greater credibility among students and other stakeholders in the examination system
- Conduct of error free examination
- Reduction in the number of applications received for revaluation
- Decrease in number of examination grievances
- On time declaration of end semester examination results

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

The college offers 15 UG and 3 PG programs. The **program outcomes** for each of the programs have been framed by the coordinators of the different streams in consultation with the teaching faculty. The POs have been framed in accordance with the graduate attributes outlined by UGC. The PSOs have been framed by the various departments to align with the specific outcomes expected for each of the programs being offered, for example, B.Sc. PCM, B.Sc. CBZ, BA HEP, BA SKJ, B.Com. etc.

The **course outcomes** have been defined by the teaching faculty of every department through discussions and deliberations to arrive at knowledge, skills and attitudes a student should have at the end of a course. These outcomes have been framed to provide the teaching faculty with a blueprint of the teaching plan / pedagogy to be adopted. Course outcomes under each program have been listed out to ensure that the learners understand the relevance and significance of the course being taught. Designing appropriate course outcomes has ensured that both the teacher and the student have clarity about the expected learning outcomes, thereby enabling enriching learning experiences.

Following is a sample of the Course Outcomes for randomly selected courses from each of the streams:

Stream	Course	Course Outcomes	
Science	Chemistry - T4-4	Analyse BOD and COD of waste water and describe steps in sewage treatment	
	Physics T2-2	To know the significance and Practical application of the thermodynamic laws	
	Software Engineering	Gaining knowledge on object-oriented and function-oriented design and user interface design	
Humanities	Fundamentals of Journalism	Create and Design Newsletters	
	Basic Psychological Processes	Develop the skills of observation and scientific reporting.	
Commerce Management	&Soft Skills for Business	Make effective speeches, presentations with the use of technology	
	Business Laws	Understand the process and their right to information under Information Act, 2005	
	Auditing	Draft an audit report	

The POs, PSOs are communicated to students

- Through display on the college website.
- During the orientation program organized for the first-year students.
- During exit survey on completion of the program

The COs are communicated to the students

- Through display on the college website along with the course curriculum
- By the concerned teaching faculty during the commencement of the course
- During exit survey on completion of a course

POs, PSOs and COs are communicated to the teachers at various forums

- Meetings to frame course structure of a program
- Meetings to frame curriculum of each course
- Staff interactions to discuss teaching methodologies towards attaining the outcomes
- Interactions prior to setting of question papers to ensure that the question paper assesses the extent of attainment of expected outcomes.

Feedback from students at the end of the semester in order to assess the extent to which POs, PSOs and COs are attained helps to communicate to the students and teachers the attainment of the expected outcomes and the importance of teaching-learning and evaluation aligned to the expected outcomes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

#### Attainment of Programme Outcomes and Course Outcomes as evaluated by the college:

On completion of the program or a course, the attainment of POs, PSOs and COs are measured taking into account **two parameters** with **equal weightage**:

1. Student feedback on attainment of outcomes
2. End Semester examination results – course / program

#### Method of measuring attainment of outcomes:

##### a) Indirect method through student feedback on a scale of 1 to 5 (exit survey)

- Administering a structured Questionnaire using 5 - point Likert scale
- Data collection from students and alumni
- Analysis of data using weighted average

##### b) Direct method through measurement of academic performance on a scale of 0 to 5 aimed at measuring attainment of graduate attributes

- **Attendance** (10%)
- **Formative Assessment** (20%)- Continuous Internal Assessment Tests, Assignments, Self-study report, activity-based learning, group discussions, seminars, debate, case studies, projects and field visits.
- **Summative assessment** (70%)– End semester examination question papers with focus on assessment of conceptual, critical thinking, analytical and problem-solving skills

The results are then computed as:

- Internal Assessment – IA Tests + Assignments / Project Reports / Self study Reports / Internship Reports + Attendance (30%)
- End Semester Examination (70%)

Attainment of COs has been measured on a scale of 0 to 5:

Academic performance (%)	Rating
< 40	0
40-50	1

50-60	2
60-75	3
75-90	4
>90	5

Attainment of POs / PSOs has been measured on a scale of 0 to 5:

Academic Performance (Grade)	Rating
Fail	0
Second Class	1
High Second Class	2
First Class	3
First Class Distinction	4
First Class Exemplary & Outstanding	5

## 2. Level of attainment of POs / PSOs and COs (Scale of 1 to 5)

Consolidated table indicating level of attainment of POs / PSOs & COs

STREAMS	POs			PSOs			
	FR*	APR**	Overall Rating	FR*	APR**	Overall Rating	
Science	3.81 to 4.23	3.47	3.84	4.01 to 4.26	2.69 to 4.39	3.84	
Arts	3.77 to 4.37	2.36	3.5	4.1 to 4.62	1.57 to 3.15	3.36	
Commerce	4.23	2.90	3.57	4.29	2.90	3.60	
Management	4.33	3.16	3.75	4.44	3.16	3.80	
Computer	3.94	3.99	3.97	3.97	3.99	3.98	
Science							
Vocational	4.18	3.56	3.87	4.24	3.56	3.90	
MA Kannada	4.34	5.00	4.67	4.34	5.00	4.67	
M.Com.	4.52	3.5	4.01	4.46	3.5	3.98	
M.Sc.	3.84 to 4.00	3.5	3.78	3.76 to 3.97	3.5	3.74	

\*FR- Feedback Rating      \*\*APR - Academic Performance Rating

### Attainment of POs, PSOs and COs:

A rating of more than 3, indicates that the curriculum design and teaching methodology and evaluation procedure are aligned to expected outcomes, ensuring attainment of graduate attributes on successful completion of the course / programme.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 87.17

**2.6.3.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 652

**2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 748

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>

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

Response: 3.58

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - 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**

#### Response:

The **mLAC Trust** envisages fostering a research culture at the college wherein every faculty is encouraged to undertake funded research projects and publish their research findings in Scopus/WoS journals and develop competence as guides for research scholars. A Research policy with the following objectives has been formulated to ensure that the academic/research environment of the college enables teaching faculty and students to imbibe the values of research, innovation and creativity.

#### OBJECTIVES

- To create an ecosystem for research and innovation
- To provide a framework for well-planned research activities
- To encourage research to meet the societal needs
- To foster research culture through internalizing the values of innovation and creativity

**A research committee has been constituted to promote and monitor the research activities of the various departments in the college. The research committee comprises the principal (Chairmen), a research coordinator, and members from other departments.**

**A separate mLAC-KSCST IPR cell was initiated and is fully functional under Govt. of Karnataka.**

#### FACILITATION FOR RESEARCH

##### i) Human Resource

- Recruitment of faculty: Weightage in the appointment and salary fixation for candidates with prior experience of over 5 years in recognized institutes of research / R & D Labs in industries / recognized research centers
- Promotion of faculty: Fast track promotion for faculty who display extraordinary acumen for research and publication
- Research assistants to facilitate research in project mode (provided the faculty comes out with a sustainable research activity wherein initial assistance is required for carrying out the intended work)

##### ii) Research Infrastructure

- State-of-the-art research labs with high-end equipment and technology supported by several government agencies such as, **DBT-BIF, DBT-Star Status (Life Sciences), DBT-Star Scheme (Physical Sciences), DST-FIST for PG Level 0**

#### INCENTIVES FOR RESEARCH & PUBLICATION

**i) Seed money for in-house research projects subject to a maximum of Rs. 20000 for all the streams.**

The utilization of seed money must be in accordance with the amount sanctioned under various heads of expenditure.

**ii) Incentive for funded projects**

A faculty receives funds for research/infrastructure development/travel grant/research award from the Government/Non- Government agencies, the faculty will be eligible for receiving a cash prize equivalent to 5% of the fund received from mLAC management.

**iii) Recognition for accomplishment in research and publication (Incentives for Publication)**

**Roddam Narasimha Research Excellence Award (RNREA)** is to encourage faculty researchers by presenting awards for his/her research paper published in any of the reputed international journals that is SCOPUS or SCI or UGC-CARE indexed. The awards vary from SCI/SCIE journal- Rs 10000/- (Impact factor  $\geq 5$ ), SCI/SCIE journal- Rs 5000/- (Impact factor  $< 5$ ), SCOPUS indexed- Rs 3000/-, SCOPUS indexed conference proceedings- 1500/-, Book with ISBN number- 1500/-, UGC-CARE journal- Rs 1000/-. An appreciation certification will be provided to all the eligible faculties to promote a good research culture among the faculties. Other types of appreciation are as follows-

- Best Researcher Award will be presented on the Founder's Day
- Felicitation with a citation on Teachers' Day / Founder's Day
- Special mention on the mLAC website and Newsletter
- Congratulatory message and meeting with the Board of Trustees

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 0.72

**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
1.78	1.8	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

**Response:** 0.19

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response:** 210.96

#### 3.2.1.1 Total Grants from Government and non-governmental agencies for research projects ,

**endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
31.52213	72.14000	56.46770	34.30800	16.52325

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 3.58**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	3	4	4

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3 Percentage of teachers recognised as research guides****Response:** 5.31**3.2.3.1 Number of teachers recognized as research guides****Response:** 6

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 31.43

#### 3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	4

#### 3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

The college has a dedicated centre for promoting entrepreneurship and research. These centres provide an ecosystem for innovations, creation and transfer of knowledge.

**Intellectual Property Rights Cell** - The mLAC-Karnataka State Council for Science and Technology (KSCST) collaborative IPR cell raises awareness and encourages the development of intellectual property. The mLAC-KSCST IPR cell engages and promotes students to become entrepreneurs throughout their formative years. The major aims include:

1. Foster an inventive culture at mLAC that encourages the development of intellectual property of its faculty, researchers, and students
2. By disseminating the benefits of IP developed at the mLAC to society, the college will become premier academia dedicated to the highest principles of scholarship and education.

**National Skill Qualification Framework (NSQF) –**

- UGC approved 8 skill-based ADD on certificate courses
- Member of Life Sciences Sector Skill Development Council (LSSSDC).

The NSDC has recognised and approved LSSSDC as a Sector Skill Council for the Life Sciences Sector, which includes Pharmaceutical (including AYUSH), Biopharmaceutical, and Contract Research, as mandated by the Ministry of Skill Development and Entrepreneurship.

**Biotechnology Skill Enhancement Program (BISEP):**

BISEP is a programme that seeks to provide industry-specific skills, ensuring that the Biotech industry's skilled labour demands are met, and funded by the Government of Karnataka. The DBT, the Government of India, and the K-IT-BT, the Government of Karnataka, have launched the Biotechnology Finishing School (BTFS). The Department of Biotechnology has been selected for the II<sup>nd</sup> phase of the BTFS programme, renamed "BISEP" after successfully completing the first phase. The selected candidates will be supported by a fellowship of Rs. 10,000/- pm. Furthermore, the centre has been accredited by LSSSDC, New Delhi as Vocational Training Partner for two Qualification Packs-Scientific Writer and Clinical Research Associates which are the main job roles in Pharmaceutical, Biotechnology Industry and Clinical Research.

**Entrepreneurship Development Centre**

EDC comprises faculties and students of management. The centre's goal is to promote and push students to pursue entrepreneurship as a means of becoming self-sufficient. Professionals from organisations such as MSME and AWAKE are welcomed to raise awareness about the different aspects of starting and running a business, including business plan development, legal requirements, and other compliances.

**Research centre:**

To foster the development and sharing of information through research and publications, the college maintains specific centres for Kannada language and Biotechnology research. Natural product chemistry, gerontology, endocrinology, malaria, genomics, organic chemistry, bio-fuel, cloud computing, Karnataka culture and heritage, micro-financing, entrepreneurship, and human resource management are among the college's thrust research topics.

**RECOGNITIONS AND RANKING**

Three faculties from mLAC are recognized as the world's top most scientist AD indexing ranking (under 10000), for consecutive the years 2020 and 2021

**Copyright**

- Copyrights Granted -1
- **The innovation ecosystem of the college is reflected in the grant of copyright for a unique initiative of IQAC titled, 'Student Training and Enrichment Programme – STEP' vide Copyright Registration Number L-65081/2017.**

**Products/Entrepreneur**

\*Developing a Mushroom Cultivation training centre for women entrepreneurs under the Women Development Centre (WDC).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

**Response: 114**

**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
52	25	20	8	9

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Research Publications and Awards**

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 3.17

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 19

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 1.41

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
30	35	40	30	15

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

**Response:** 2.44

##### 3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64	22	152	14	7

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:** 6.66

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 7.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

#### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 0.3

##### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.3	0	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>

#### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 5.42

##### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.5	1.83420	0	0	3.0882

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View Document</a>
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

##### Response:

Learning events have a noticeable component for embryonic sensitivities towards societal issues, disparities based on gender, social discrimination etc. and in instilling values and principles among student fraternity. The practices and plays intrinsic in such activities pertinently sensitize students to community issues and its backgrounds. Sustainable best practices of the organization leading to grander act results in fruitful outcomes in terms of engendering information useful for the student as well as the society. Extension also is the facet of edification which accentuates community services. These are often incorporated with syllabi as protracted opportunities, envisioned to help, serve, reflect and learn. The curriculum-extension interface has an edifying value, specifically in current Indian scenario.

Extension activities targets at empowering student to develop social responsibility and learn by doing. Professional as well as life skill development of graduates is sane thorough extension activities. Students embroil themselves in field work thereby know the real societal conditions.

Maharani Lakshmi Ammani College for Women (Autonomous) College a premier institution of higher learning has played a pivotal role in fostering social responsibility among its students. Realizing the purpose of education is not just preparing the students to earn a livelihood but more so to make them good citizens of the nation and above all good human beings. Values of caring and sharing with the under privileged are one of the imperative elements to be inculcated through education. The institution emboldens a lifelong journey of community service among students through various cells.

mLAC emphasizes on the significance of extension activities and social outreach programs for sensitizing students on social issues for their holistic development for its students and staff. Sensitization programs based on current social issues are conducted for all students. An assortment of extension activities are premeditated and conducted throughout the year by the mLAC NSS/NCC wing, E-cell, and WDC to keep students aware on the ground realities of the society. Both PG and UG students take active part in community development activities such as teaching in government run schools, visit to orphanage and old age homes, participate in rallies, social awareness campaign, tree plantation, Swatch Bharath, blood donation camps, Environmental Awareness workshops, teaching underprivileged, etc and walkathons.

mLAC students archetypally cultivate leadership, teamwork and social skills and become more attuned to working amongst people of varying ethnicity or socioeconomic status. Extension activities fosters motivational and satisfaction levels among students it also helps in maintaining good cordial relationship among potential employers, neighboring communities, state legislators, parents, and mLAC alumni. Through more than 100 extension and outreach activities mLAC is able to provide students a holistic teaching learning experience a tool that can strengthen community relationships among students and educational institution in the last five years. Extension activities are centered upon the basic human values which is instrumental in bring change in our neighborhood society and which is also the surviving strength of our institute.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>

### 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 last five years

**Response: 33**

#### 3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	13	9	3	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response: 175**

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
28	54	44	26	23

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 18.11

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
725	597	291	103	320

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 76

#### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
232	49	55	26	18

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 72**

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
35	14	12	8	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college infrastructure and physical facilities for teaching-learning include:

**Classrooms:** The institution has **32** classrooms, of which **4** are smart classrooms. All the Classrooms have Wi-Fi/LAN facilities and LCD projectors to make T-L process effective. The classrooms have a seating capacity of - 100 students (14 rooms), 70 students (11 rooms), 30-40 students (8 rooms). The students of UG Commerce, Science, Computer science, English and Kannada language having a large class strength are allotted the larger rooms while students of Humanities and Management Studies with a smaller class strength are offered rooms with a seating capacity of 70 students, while PG stream is allotted rooms of seating capacity of 30-40 students. (Adequacy table attached). The classrooms are optimally utilized from 8.30 am to 4.30 pm on all working days.

**Laboratories, Research Centres, IP cell, AV centre**

Science Labs with number of Labs	Labs and Academic centers
Physics (2)	Psychology
Chemistry (3)	Journalism
Mathematics (1)	Communicative English lab
Botany (2)	Business Lab
Zoology (2)	ED Centre
Biochemistry (1)	UGC Resource Centre
Biotechnology (2)	Kannada Research Center
Microbiology (1)	Biotechnology Research Center
• Bioinformatics Infrastructure Facility (BIF) (1)	mLAC-KSCST IP cell
Computer Science (3)	AV Centre

**Laboratories** accommodate 3 batches per day with a batch size of 20 students/batch for the UG lab and 10 students / batch in PG labs. Computer science labs have 108 computers which are supported by latest software (python, java, anaconda, android studios, SQL server, office 365, windows 10) and hardware (core i5 processor, 16 GB RAM, SSD Harddisk, Rack server, database server). Systems here are used by students from other streams to learn basics of computer applications.

BIF has 27 systems which are used judiciously for value added courses in Bioinformatics. 13 Systems in BISEP facility are used by the students as a part of internship training. Commerce lab with 87 computer gadgets are used to impart practical skills.

**Research Centres:**

- Kannada Research Centre - used by the research scholars pursuing Ph.D in Kannada
- Biotechnology Research Centre with high-end equipment - used by PG students and faculty

members to carryout in-house research projects.

- mLAC-KSCST IP cell is established to create awareness, capacity building, basic and advanced training programs on intellectual property rights along with patent information.
- Audio-visual centre is available to develop e-content.

**ICT infrastructure:** The college has 50 Mbps dedicated leased line, 200 Mbps broadband connections to support ICT enabled teaching-learning.

659 number of desktops, laptops, notepads and tabs in the various facilities are sufficient to ensure good T-L process with student-computer ratio of 3.8:1

Seminar halls with ICT facility are used for several student centric academic activities like seminars, conferences, guest lectures etc.

**Library:** The college has two fully automated UG and PG libraries – UG with reference books, journals and e resources. The reference and reading sections can accommodate 100 students (UG Library) and 20 students (PG Library). Students can browse information in the libraries which have desk top computers (20 computers in the UG Library and 6 computers in the PG Library)

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The college campus is spread over an area of one acre with a playground opposite the college. The space has been optimally utilized for academic, cultural and sports activities.

##### Cultural Activities:

Cultural activities which include cultural fests, celebration of National days and festivals are organized in three locations – the quadrangle with an open stage, the auditorium and the students lounge.

**Quadrangle with open stage** has a capacity of around 600 people. (120 ft. x 86 ft )

The cultural activities which attract a large number of participants are organized in this location.

- Tarangini, the annual inter-collegiate cultural fest which has witnessed increasing foot fall over the years is a flagship event attracting students from across Bangalore city. A ramp is put up to host the fashion show and the open-air stage is provided with an attractive backdrop, sound system, lighting and such other facilities to provide an appropriate ambience for the events.

- Freshers Day is another event organized in the quadrangle where the students from across streams participate in huge numbers.
- National days – Independence Day, Republic Day, Gandhi Jayanti, Ambedkar Jayanti, Kargil Divas, Sadbhavana Divas are celebrated in the quadrangle. The national flag is hoisted and homage is paid to our national leaders.
- Festivals – Ganesh Chaturthi, Dussehra and Sankranti is celebrated in the quadrangle. One of the best practices of the institution is celebration of Indian heritage and culture. In this context college annually organizes Janapada Mela during the Sankranti festival where a number of stalls displaying the culture and heritage of Karnataka are put up.

**Students' lounge:** Capacity of around 80 students, 60 ft x 120 ft. (7200 sq. ft.)

Students use this space for inter class and inter-collegiate cultural fests for events like cooking without fire, mehndi, hair styling, nail art, collage, rangoli, poster presentation.

**Auditorium:** 60 ft x 120 ft. (7200 sq. ft.) with a seating capacity of 250.

The K.N.V. Sastri Auditorium equipped with an air-conditioning system, audio-visual equipment and furniture has a good ambience and has hosted several inter-class, inter-collegiate, state and national level cultural events.

#### **Facility for Yoga:**

**Auditorium:** 60 ft x 120 ft. (7200 sq. ft.) with a capacity of 100 students

Yoga sessions are organised with durries spread on the floor for enabling students to practice the yoga asanas. The International Yoga Day events are also organized in the auditorium.

#### **Games and Sports (Indoor, Outdoor) :**

A gymnasium in the ground floor has fitness equipment used by students and staff.

Sport room has facilities for students to play indoor games like carrom and chess. The sports room also displays the trophies and medals won by the college teams in various events

The BBMP playground across the college campus is used by the students for sports and NCC parades. Practice sessions outdoor games like netball, throwball, cricket take place here. The annual sports day and inter-collegiate sports events are conducted here.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 34

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)****Response:** 18.45**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
10.65	86.55	48.47	58.53	243.22

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

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

The library is automated using **Easylib** software which is procured from Easylib Software Private Limited. The software can be used only at mLAC. Easylib Software license pricing is derived based on number of library staff, college staff, number of books, number of students, number of digital material etc.

In the year 2021, the college upgraded to Easylib 6.4a Cloud Version from Easylib 4.2a desktop version

for an amount of Rs. 1,50,000 (Rupees One lakh Fifty thousand only). Cloud charges, that is, Annual Hosting and Maintenance Charges payable amounts to Rs. 70,000/-

The Easylib 6.4a Cloud version, by default, provides concurrent login of students designed for 1/20th of the students count at a time up to a maximum of 50 concurrent logins. Easylib has scheduled daily evening data backups.

Service is provided based for complaints raised within 24 hours and resolved within 5 days.

The various modules in the software are as follows:

**Catalogue and Accessioning:** Catalogue all Physical and digital material as per library standards on a single screen. Get various customized reports for all collection and in formats like Excel, CSV and PDF.

**Circulation:** Ability to issue, return and renewal of items. Ability to implement RFID, self – service Kiosks and drop boxes in future.

**Features for e-Resources and Digital Library:** Track Digital Subscriptions, Catalogue digital resources both inside and outside the library

**Reporting and Analytics:** Build own customizable reports. Ability to take reports in Excel, Text and CSV Formats.

**Setup Module:** Set up master data of vendors, publishers etc. Ability to set up academic years for members.

**Membership Module:** Maintain detailed information for each member. Ability to upload photographs.

**Stock Verification:** Ability for complete stock verification facility for physical collection. Get reports of current stock, missing stock etc

**Periodical Information:** Ability to manage periodical subscriptions and renewals. Generate supplier reminders and apply credits for missed issues. Ability to link physical periodical with digital content of the same.

**Security Module:** Individual user ids for each staff and each member.

**Easylib OPAC:** Ability for students to search in collection.

#### DETAILS OF ILMS SOFTWARE

Year	Name of the ILMS Software	Nature of automation	Version	
2016 – 2017	Easylib	Multi user <b>Fully automated</b> with different modules Circulation, Barcoding ,	<b>4.2a</b>	2

		Accessioning, Bill Payments, Stock Verification, In out Management, Digital Library, OPAC (Online Catalogue), Reports etc. with Server Management		
2017 – 2018	Easylib	Multi User <b>Fully automated</b>	4.4a	2
		Same as 4.2a version + EPAC (Electronic Catalogue)		
2018 – 2019	Easylib	Multi user <b>Fully automated</b>	4.4.2a	2
		Same as 4.4a version		
2019 – 2020	Easylib	Multi user <b>Fully automated</b>	4.4.2a	2
		Same as 4.4a version		
2020 – 2021	Easylib	Multi user and specific user with Security passwords <b>Fully automated</b>	6.4a Version	Cloud2
		Same as 4.4.2a + Digital Library (URL Facility, Website Link), EPAC app (Electronic Catalogue), Reports etc. with Cloud Management and Android app facility		

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

#### 4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-

**journals during the last five years (INR in Lakhs)****Response:** 7.43**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.258	7.985	10.905	6.732	9.279

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 10.13**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 250

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

College has a state-of-the-art IT infrastructure to facilitate ICT enabled teaching-learning, administration and e-governance. A well formulated IT policy governs and regulates the procurement, usage and maintenance of this infrastructure. In past 5 years college has allocated Rs.5,66,16,000/ for IT facilities.

The IT facilities at mLAC:

- 4 Smart classrooms to enable high order thinking skills
- 32 Classrooms with LCD projector, LAN/ Wi-Fi facility and 25 laboratories with LCD projector, Wi-Fi connectivity
- Desktop computers, LCD projector, LAN/ Wi-Fi facility at computer labs, research centres, language lab, commerce lab, UGC resource centre, ED Centre and maths lab.
- Systems in computer science labs are updated with softwares namely Code Blocks 17.12, Visual studio 2017, Java 16, R Studio 1.2, Weka 3.8.3, Ubuntu, Anaconda 2019, Python 3.8. Computers in Maths lab has softwares- R Lab, Mathematica, Sci Lab
- Bioinformatics Infrastructure Facility with 27 systems with softwares (Accelrys GCG package, Biovia DS 3.5, CLC Bio, FAST QC)
- Fully automated library has e resources, computers, scanner and wi-fi facility
- IT enabled examination system managed through LMS – e campus with high-end computers, scanner, printer and centralized data server room
- 2 Seminar halls with ICT facility
- Reprography room with computers and printing facility
- CCTVs at various important/strategic points – classrooms, laboratories, library, fee room, sports room, examination section, administrative office, corridors
- Computerised administrative office, Fee room and Finance section with accounting softwares (Tally, SPSS)
- LCD screen at the college reception and digital display board for screening the ongoing events/news of the college
- Wi-Fi facility :50 Mbps TATA leased line and 200 Mbps broadband ACT connection to facilitate Wi-Fi in the campus with 19 access points (list along with geotagged photos enclosed)
- Server room mainly used for centralized control of admission, examination, LMS (details of servers and switches enclosed)

**A Learner Management System (LMS)** :e campus – integrates information and data of all activities in the college, facilitates storage of data / analysis & presentation of data / preparation of reports. The key modules of LMS, which has been installed in phases since 2017 after implementation of autonomous status are: Academics & Faculty, Student Life Cycle Management, Administration and Examination.

Licensed office 365 package is purchased for email ids for staff, students, online library and Microsoft Teams integration.

**Wi-Fi:** For the period 2016-2020 the service provider for wi-fi connection was ACT- Broadband 200 Mbps. In the year 2020 the college has purchased leased line service (for the exclusive use of the college) from Tata Tele-business services with 50 Mbps speed.

**IT policy** of the institution ensures legal and appropriate ethical use of computing facilities that include computer hardware, software, email, information resources, intranet and Internet access facilities, website hosting, online content usage, data backup, safety and security of data, products, facilities and users in the campus.

The following clauses of the IT Policy ensure cyber security protection:

#### 1. Network (Intranet & Internet) Usage Policy

2. Website Hosting Policy
3. E-mail Account Usage Policy
4. Online Content Usage Policy
5. Data Backup Policy
6. Information Security Policy
7. Database Usage Policy

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 4:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student - computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 6.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
33.31	34.06	41.70	17.96	45.00

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

College has very formulated infrastructure maintenance policy, laboratory maintenance policy, library policy and IT policy with the following objectives:

- To provide an ambience for holistic learner experiences
- To meet the infrastructure requirements stipulated by statutory bodies
- To provide a framework for upkeep, upgradation and maintenance of infrastructure

Maintenance of the college infrastructure is carried out by annual maintenance contract (AMC) or memorandum of understanding (MoU) from different agencies. Infrastructure Maintenance Committee (IMC) takes the responsibility of taking adequate measures for the maintenance of the physical centres. For maintenance/repair/replacement of any of the above furniture and fixtures, the matter will be communicated in writing/through mail to IMC.

**Maintenance of physical facilities:**

College has signed a MoU with Gemini Securities and allied services for house keeping services towards cleanliness of classrooms, seminar halls, examination center, student lounge, reception, washrooms, staff rooms, labs, libraries, administrative block by house keeping staff.

To provide security services, college has signed a MoU with Vinayaka Enterprises.

Servicing and maintenance of lift is undertaken by M/s Johnson Lifts Pvt. Ltd under AMC.

UPS is serviced and maintained by M/s Trance Power Solutions through AMC.

New generator which has been procured in the year 2019 and is under 2 years warranty for complete generator set and 5C warranty for main components for generator sets.

Fire extinguishers which are installed at appropriate places, are maintained or replaced on need basis.

IQAC oversees the requirements for the cleanliness, hygiene, safety of the first aid facility, canteen and washrooms.

#### **Maintenance of Academic facilities:**

From 2016-20, college had signed an agreement with IPOMO communications for designing, developing and deploying classroom management solution and various services.

College has a MOU with Mindpath Innovations Pvt. Ltd. to develop modules for admissions, faculty portal and students portal featuring various modules related to academics and examinations.

From 2019 onwards till date Mindpath Innovations has signed a MOU with the college to offer its services and expertise to maintain the computers infrastructure (including servers, storage, networking, CCTV, projectors and all other related IT products).

Internet and Wi-Fi facility for the entire campus is monitored on a regular basis by the system administrator.

Maintenance of equipments, labs are taken care by heads of the departments. For maintenance/repair/replacement of any furniture and fixtures, the matter will be communicated in writing / through mail to the IMC. All furniture, black /white boards, smart class rooms, LCD/Overhead Projectors and Podium in the classrooms and labs are utilized for academic and research pursuits only. Stock Register/Log Book must be maintained for this purpose.

Equipments in the laboratories like Colorimeter, pH meter, spectrophotometer are recalibrated periodically. Inoculation chamber is sterilized with alcohol frequently.

The HoDs / research center coordinators are responsible for proper utilization and maintenance of the facilities which shall include black board/white board, LCD projector, printer, equipment, furniture, department labs and department libraries . Stock register is maintained by each department.

For maintenance/ repair / replacement of any of the above furniture and fixtures, the matter will be communicated in writing / through mail to the Infrastructure Maintenance Committee. The laboratory

equipments are maintained by the providers of the equipment as and when necessary.

Librarian is custodian of the college library and ensures appropriate utilization and maintenance of the information resources (books/journals/computers, scanner, photocopier and wi-fi facility) available therein. Computers, scanners are serviced periodically through MoU or AMC.

For maintenance/ repair / replacement of any of the furniture and fixtures in the library, the matter will be communicated in writing / through mail to the IMC. The Library Policy governs the maintenance and utilization of Library facility.

Controller of examination is responsible for ensuring the facilities like safe vaults, storage lockers and maintained along with other furnitures and other fixtures in the examination centre.

IMC ensures that furnitures, fixtures and equipment in the seminar halls, AV room will be utilized with prior permission of the Principal and maintained.

Annual stock verification is undertaken at different facilities.

Maintenance of support facilities :

Maintenance of Sports Infrastructure - The Physical Education Coordinator is the complete in-charge of the proper utilization and maintenance of the sports infrastructure which consists of playground, indoor sports room, gymnasium and sports equipment.

The college museum which is a repository of historical events of the college is a unique initiative is maintained by IQAC.

Maintenance of the garden area at college premises, park area, terrace garden and inside quadrangle is covered in MoU with Sri Vinayak Enterprises.

IMC takes care of regular plumbing work, rectifying leakages in pipe lines.

Biogas plant is maintained by green initiatives committee.

There is an AMC with a pest control agency to regularly fumigate the college campus, control of rodents and other pests .

Periodically water tank, drinking water purifier and sewage pipes are cleaned, to ensure health and hygiene in the college campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 42.79

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
904	1099	996	961	743

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 8.29

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
321	247	142	116	103

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

**Response:** A. All of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 43.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
2275	873	695	500	552

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies**

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

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 45.43

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
315	306	250	374	352

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch).

**Response:** 41.84

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 313

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 92.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	13	1	2	3

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	18	1	2	3

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 45

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	9	12	8	9

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

The mLAC Students' Council is a democratically elected body comprising of President, Vice President, General Secretary, Joint Secretary and Cultural Secretary, Students elected to such positions are drawn from across the three years of the undergraduate program belonging to various streams. The elected President of Student Association take an active role in decision making in administrative and academic affairs co-ordinating various student-centric activities in the institution. The elected Vice-President supports and deputises for the President direction to the Committee. General Secretary is responsible for the documentation and communication of the activities of the Committee. Cultural secretary is responsible for managing number of activities in collaboration with class representative and student volunteers across the streams.

The students' council plays an active role in organising various events in the college to contribute to the creation of a vibrant campus life for students. The activities organised and managed by the students' council are as follows:

- Cultural – Freshers Day, Inter-class and Inter-collegiate Fest (Tarangini), Ethnic Day. Freshers' Day marks the commencement of a series of cultural events in the college. Tarangini, the inter-collegiate cultural fest is a flagship event that attracts participants from across the city of Bangalore.
- Celebration of festivals – Ganesha Chaturthi, Saraswathi Pooja, Navarathri celebration, Janapada Mela
- Celebration of National Days – A sense of patriotism and self-less service to nation instilled by celebration such as Independence Day, Republic Day, Indian Constitution Day, Teachers' Day, Swami Vivekananda Jayanthi, Kargil Vijay Diwas
- Community development – Blood Donation camp, Sapling plantation drive, COVID 19 vaccination

drive,

- Extension and Outreach – Walkathons for creating awareness on current issues through activities such as Pulse Polio program, World Environment Day
- Sports, NCC, NSS- students organisational skill in co-ordinating various events such as Annual athletic Meet, National Integration Day

Representation of students in academic and administrative bodies / committees

- IQAC – President of the Students' Council is a member in the IQAC and represents the student community in providing inputs for the various quality initiatives.
- ICC, Grievance Redressal Cell and Anti-ragging cell - A member from the Students' Council is part of these cells and attends meetings in which the issue under consideration involves students of the college.
- The class representatives are also members of the students' council and play an important role in providing vital feedback and suggestions for curriculum development and to improve the teaching-learning process
- Women Development Cell- Representation of students as office bearers and volunteers organising various events on Cancer awareness, women mental health and well-being, solid waste management, gender equality, self-defence techniques
- Entrepreneurship development Cell- As office bearers and volunteers organizing social awareness drive and entrepreneur-related program
- Placement Cell – Students who register themselves as members of these cells contribute actively in organising the various events.
- Stream-wise and Department Forums - Commerce AKANKSHA, BBA KSHITIJ, Science SAMAGATHA, Biotechnology EREKYS ENVOYS, Computer science SURABI, Humanities KALAKRIYA provide a platform for students with leadership, communication, team building and time management to carry out activities with participants from neighbouring colleges in and around Bengaluru.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 24.4

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
44	23	17	21	17

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

#### Response:

The mLAC Alumni Association registered under name 'ARPAN' with the Committee comprising of President, Secretary, Joint Secretary, Treasurer, Assistant Treasurer, Executive Committee members whose mission is to bring alumni from all walks of life and surrender towards the institution development. The Committee members primary responsibility is to administer, manage and conduct the affairs of the association providing education, employment and welfare of mLAC students. There are 3,745 members registered in Alumni Portal and Distinguished alumni includes national and international acclaimed Academicians, CEO's, Industrialists, Scientists, Entrepreneurs, Cine Personalities, Social Reformers, Government officials and so forth who are brand ambassadors of institution highlighting on Women Empowerment.

ARPAN has organised various events and support provided has been both monetary and non-monetary. Monetary contribution has been towards instituting scholarships, providing fees for the needy students. Non-monetary support has been in the form of guest lectures, seminars, workshops and group discussions.

The support services provided are listed:

- Alumni Financial contribution in terms of Endowment prize, COVID Relief Fund, Sponsoring Gold Medal during Graduation, Prizes for Rajyotsava Celebration came to the tune of Rs. 15,59,667.
- Involved in Motivational and Career guidance talk

Live Webinar Interaction **“On the wake of Covid-19 Crisis”** organized on May 9th, 2020 with Alumni Panelists. Ms. Chinmayi (2008 B.Sc CBBT) Structural Biologist, Nanyang Technological University, Singapore; Ms. Ashwini Narayan, (Alumnus 2003 B.Sc BCZMB) Senior Scientist, Jubilant Biosys, Bengaluru, Ms. Pushpa, (Alumnus 2015 M.Sc Biotechnology) Clinical research scientist, IQUIA, Dr. Indrani Suryaprakash, (Alumnus 1988 B.Sc CBZ) Formerly Business development and Facilities Manager, C-CAMP, Ms. Padma (1995 B.Sc CBZ), active NGO, Ms. Bhagya Siddappa (2013 BA), TV-9 Journalist and Dr. Sharada (Alumnus 2002 BBM).

Inspirational Talk **“A candid conversation on career choices, consequences and beyond”** by Ms.Madhura Murthy (Alumnus B.Sc PCM 2014), Commercial Tax Officer, KAS on 13th June, 2020.

Webinar organized with Life Science and Physical Science departments on topic **“Career and Skills: Create a path and your Journey to go”** by Dr. Pushpa D Rao (Alumnus 2004 B.Sc BCZMB ) Scientist,

Lapix Therapeutics, Boston, USA on 20th March 2021.

Webinar on "**Emerging Trends in Information technology**" with Computer science department by Ms.Linta John (Alumnus BCA 2014) , Data Engineer, LTI.

Industry Expert Talk "**Women Career in Alcoholic Beverage Industry**" on July 7th 2021 by (Alumni M.Sc Biotechnology 2015), Oenologist, Grover Zampa Vineyards, Bangalore.

- Talks pertaining to Life skills

Webinar organized with Department of Commerce on topic "**Managing Investments during pandemic**" by Ms Shwetha Ranganatha, (Alumni B.Com 2014) Quality Controller, Societie Generale Global Solutions Centre, Bengaluru on 17th April 2021.

**Free online Yoga session** by Ms.Shraddha (Alumni B.Voc DWA) from 6th- 27th June 2021 (only Sundays), Certified Yoga Teacher & Founder of Being Yogic - Online Studio.

- **Alumni Testimonial**

Prominent Alumni testimonials across streams uploaded in Alumni Portal in video or descriptive mode.

- **Celebration of Kannada Rajyotsava Celebration**

Organized on Nov 20th,2021 with various competitions conducted for mLAC students, staff and alumni with exciting cash prizes sponsored by Alumni.

- Women Leadership Series

"A Journey To Success" by Ms.Madhuramurthy on 30th April 2022.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni financial contribution during the last five years (in INR).

**Response:** A. ? 15 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 6 - 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

**Response:**

The focus of the mLAC Trust to empower women is evident in the vision statement and the mission that highlights the elements in realizing the vision.

**Vision:** To empower women through education for character formation

**Mission:** mLAC seeks to realize its vision by:

- Facilitating an invigorating teaching-learning environment.
- Developing skills for enhancing employability
- Fostering research culture
- Encouraging innovation and entrepreneurship
- Focusing upon holistic personality development
- Creating opportunities for selfless service to the nation.
- Building resilience for global citizenship.

According to the mLAC, Good Governance is measured by eight factors: Rule of law, Participation, responsiveness, Transparency, Consensus oriented, Equity and inclusiveness, Effectiveness and efficiency, Accountability.

- **Rule of law** – The College adheres to the guidelines provided by the regulatory bodies. Policies framed by the mLAC Trust and the code of conduct for employees and students are aligned to the vision of the college. Periodic meetings of the statutory bodies for reviewing adherence to the rule of law has ensured good governance.
- **Participation** – Representation of teachers on various statutory bodies such as the Governing Body, Finance Committee, Academic Council, Board of Studies, and Board of Examiners reflects their role in the decision-making bodies of the college. The composition of the IQAC and the various cells / committee (Cells & Committees) with teachers drawn from across various levels and departments indicates the extent of delegation of authority and responsibility.
- **Responsiveness** – The mission statement of the college reflects the responsiveness of the top management in serving the needs of the society through quality education for women.
- **Transparency** – Inclusion of teaching faculty in the statutory bodies shows the commitment of the top management towards ensuring transparency in the functioning of the college. Administrative, academic and financial audits (internal and external) are conducted regularly, the reports of which are placed in meetings of statutory bodies.
- **Consensus oriented** – Regular meetings of the top management with staff and students are organised to build consensus on important issues concerning the activities and functioning of the college. At the department level regular meeting are organised with the staff and student representatives to enable smooth conduct of academic and extra-curricular activities.
- **Equity and Inclusiveness** – These are among the core values of the college and form the basis on

which all activities of the college are organised.

- **Effectiveness and Efficiency** – The commitment of the top management in framing of policies and formulating the Strategic Plan towards achieving the vision is indicative of their focus on good governance.
- **Accountability** – The Governing body has advocated the creation of functional positions such as Academic Coordinator, Administrative Officer, Finance Officer, Controller of Examinations, IQAC Coordinator and coordinators of various cells/committees to oversee the effective delivery of services in the relevant areas.

Strategic Plan 2021-30 is drawn up with inputs from the teaching faculty is well aligned to the vision and mission of the college reflecting the commitment of the top management towards good governance.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

The mLAC Trust has been supporting and directing all academic processes in the college through a structured system of decentralized and participative management.

A case study on the process of decentralization and participative management of **Administrative** and **Academic activities** is presented below:

##### Administrative activities:

The administrative setup is in compliance with the statutory requirements for autonomous colleges the bodies constituted are:

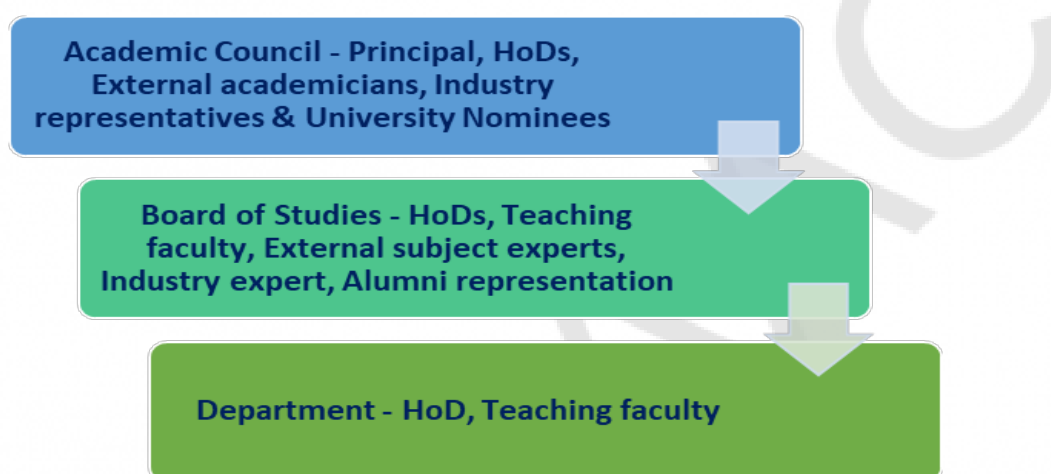
1. **Governing body** with Trustees, Principal, two senior teaching faculty, University Nominee and State Government Nominee as members and Chairman, MLAC Trust as Chairperson.
2. **Finance Committee** with a representative from the mLAC Trust, Finance Officer, University Nominee and State Government Nominee as members and Principal as Chairperson.
3. **Academic Council** with Principal as Chairperson, Heads of Departments, University Nominees, Subject experts, Industry representative as members.
4. **Board of Studies** with HoD as Chairperson, teaching faculty, external subject experts, industry representative, University Nominee and Alumni representative as members.
5. **Principal** is supported by the Academic Coordinator, Administrative Officer, IQAC Coordinator, Controller of Examinations, Program Coordinators, HODs, Faculty and Office Superintendent.

Thus, the organogram provides a broad framework, highlighting the authority and responsibility of the

various roles in the college organisational structure.

### Academic activities:

Academic activities identified are **curriculum design and teaching-learning practices**. A structured approach in decision making is followed for each of these aspects through active participation of teaching faculty across all levels in the college. The college has followed a highly decentralized and participative process in **curriculum design**. Every department frames its curriculum with inputs from each faculty. A Board of Studies is constituted with all teaching faculty and external subject experts as members and the Head of Department as Chairperson. The curriculum designed at the department level is discussed and deliberated by the Board of Studies and suggestions for necessary changes are made. The revised curriculum is then placed before the Academic Council with the Principal as Chairperson and all the Heads of Departments and external academic experts as members.



The college leadership has provided an eco-system for decentralization in decision making and participation of faculty with respect to **teaching practices and other activities**. The recent case of switching from physical mode of lesson delivery to online mode during the pandemic is illustrative of such practice. The IQAC has initiated training in online teaching pedagogies, flipped learning and outcome-based learning, some of which have been conducted by teachers with the relevant expertise. Co-curricular and extra-curricular activities are organized by committees/ forums comprising of teachers and students (e.g., E Cell, WDC, Placement Cell, Students Association) coordinated by the IQAC.

This approach of the Governing Body has motivated staff and students to work with greater passion and commitment towards institutional growth.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The quality policy is well conveyed from its vision and mission statements. Strategic plan is designed in such a manner that the quality policy of the college is driven and deployed during every process. Each process is regularly reviewed by a mechanism.

The college has been successful in achieving the goals with the IQAC initiatives ensuring effective deployment of the strategic plan through effective leadership and delegation.

The Strategic Plan 2016 – 2021 was formulated with the following goals:

**Goal 1:** To focus upon academic excellence

**Goal 2:** To develop curriculum aligned to global standards

**Goal 3:** To ensure high quality learner-centric teaching learning processes

**Goal 4:** To enhance research culture

**Goal 5:** To promote structured consultancy practices

**Goal 6:** To ensure greater inclusivity and community development

**Goal 7:** To augment learning resources through expansion in infrastructure

**Goal 8:** To accelerate student progression and cater to the needs of a diverse population

**Goal 9:** To focus upon creating professional mid-level leadership

**Goal 10:** To foster creativity and innovation

One activity successfully implemented based on the Strategic Plan 2016-21 has been towards realizing Goal 7 - **‘To augment learning resources through expansion in infrastructure’**.

Learning resources augmented towards achieving this goal are as follows:

- **Modern, well equipped e-class rooms and labs:** To facilitate e-learning and online learning classrooms and labs have been updated with LCD projector, screen and wi-fi facility.
- **ICT for teaching, learning, evaluation, administration and governance** – The college has provided laptops and desktops with wi-fi connectivity for enabling ICT driven teaching-learning. The examination system is completely ICT driven from generation of register numbers to declaration of results. Administration, governance and examination are driven by the e – campus software.
- **Subscription to databases, e-books, e- journals and periodicals / Digitization of library** - The library uses Easy lib 4.2.2 software for functioning, has access to E- resources, and has institutional memberships from DELNET, N-LIST Programme. Research support services are provided through

Integrated e-Content Portal, SHODHGANGA@INFLIBNET CENTRE/ Online, DELNET, INDCAT. Awareness Programmes on Open Access E-resources, Research links, Citation Analysis, Scopus Indexed, MOODLE, MOOCS, IRINS memberships etc. have been organized by the library periodically.

- **Fully equipped seminar halls and/or conference rooms:** The College has one seminar hall and one auditorium with LCD projector, screen, technologically advanced sound systems and superior acoustic quality.
- **Procurement of latest systems with latest software:** The College has 659 desktops laptops/Tabs/Notebooks with upgraded software to facilitate learning. Each classroom is equipped with projectors and screens to facilitate ICT enabled teaching and learning.
- The labs (Computer Science lab, Life Sciences lab, Physical Sciences, UGC lab, BTFS, Bioinformatics lab, Business Lab, ED Centre) are well equipped with the latest software and hardware required for effective curriculum delivery.

Successful implementation of the goal relating to augmenting ICT driven learning resources has enabled the teaching faculty to seamlessly adapt to virtual classroom settings during the pandemic period.

File Description	Document
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### Response:

The college is managed by the Maharani Lakshmi Ammanni College Trust, a public charitable Trust having 'no profit motive'. The Managing Trustee represents the Trust in interactions with Principal, staff and students. Principal is the head of the institution with powers to direct and control the academic and administrative functions of the college.

Policies and procedures formulated by the Governing Council and displayed on the website ensure equity in governance. The code of conduct for administration, employees and students provides a framework for building a culture of professionalism in the college.

In compliance with the statutory requirements for autonomous colleges the bodies constituted are:

1. **Governing Council** with Trustees, Principal, two senior teaching faculty, University Nominee and State Government Nominee as members and Chairman, MLAC Trust as Chairperson.
2. **Finance Committee** with a representative from the mLAC Trust, Finance Officer, University Nominee and State Government Nominee as members and Principal as Chairperson. (Proceedings).
3. **Academic Council** with Principal as Chairperson, Heads of Departments, University Nominees, Subject experts, Industry representative as members.

4. **Board of Studies** with HoD as Chairperson, teaching faculty, external subject experts, industry representative, University Nominee and Alumni representative as members.
5. **Principal** is supported by the Academic coordinator, Administrative Officer, IQAC Coordinator, Controller of Examinations and Office Superintendent.

**Academic Coordinator** is responsible for the efficient and effective functioning of the academic processes – curriculum design, teaching-learning, research and publications, student support and progression. Academic Co-ordinator is supported by the stream-wise coordinators and Heads of Departments to ensure compliance to academic regulations and promote academic growth. The Heads of Departments are supported by the teaching faculty and non-teaching staff in enabling smooth conduct of the departmental activities.

**Administrative Officer** (AO) has an important role in ensuring that compliances with respect to autonomous college are strictly adhered to. Administrative Officer is responsible for conducting statutory meetings, preparation of agenda, minutes of meeting and documentation. The AO also liaisons with the University and Joint Directorate of Collegiate Education for UGC academic adherence. The AO is also given the additional responsibility of drafting of appointment letters, service rules and maintenance of employee service book.

**IQAC Coordinator** along with the IQAC members is responsible for ensuring quality in the academic and administrative processes of the college. The IQAC steers quality initiatives, organises quality audits, conducts feedbacks and ensures regular follow-up on the feedbacks. The IQAC is also responsible for regular submission of AQAR, data for institutional ranking, proposals for funding and preparations for inspection by regulatory bodies.

**Controller of Examinations** has the powers and responsibility to plan and conduct internal assessment tests, end semester examinations, evaluation and declaration of results. This process is carried out with the support of teaching and non-teaching staff appointed for different roles in a formal examination structure.

**Finance Officer** ensures efficient financial management and transparency in financial transactions.

**Office Superintendent** is in charge of the college office and responsible for all communications and correspondence with the affiliating university and the state government.

Thus, the organogram provides a broad framework, highlighting the authority and responsibility of the various roles in the college organisational structure.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

#### 1. Administration

- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

**Response:**

The mLAC Trust's concern for the well-being of its employees and their professional growth is evident in its policies and the staff welfare schemes / measures. The promotion policy, research policy, Ph.D. facilitation policy, grievance redressal policy, ICC policy enable a safe and conducive environment for career development of the employees.

Various monetary and non-monetary welfare measures have ensured employee satisfaction and increased commitment of employees to the college.

#### **Welfare Measures for Teaching and Non-Teaching Staff:**

- Statutory welfare measures – gratuity, contribution to provident fund by college
- Medical insurance benefits provided to staff and their dependents
- Free meals and coffee/ tea provided twice a day for non-teaching staff on a daily basis
- Festival advance up to a sum of Rs. 10,000 p.a. per person through the Staff Welfare Association
- Education loan for the children of non-teaching staff
- Low interest loans to members of the Staff Welfare Association
- Psychological Counselling Centre with a qualified counsellor
- Well-equipped Health centre to initiate primary care
- Wheelchair facility and ramp facility for physically challenged students and staff.
- Effective leave policy
- Maternity leave as per Government norms
- Parking facility for two-wheelers

#### **Welfare Measures for Career Development / Progression of Non- Teaching Staff:**

- Personality development and training programmes conducted regularly for non-teaching staff.

- Free wifi facility and well equipped layout and facilities to carry out the assigned work.

### Welfare Measures for Career Development / Progression of Teaching Staff

- Personality development and training programmes conducted regularly for teaching staff.
- Faculty development programs organised by IQAC focused on academic growth and college development.
- Seminars, conferences, workshops organised by the college at national and international level for faculty enrichment purposes and for nurturing a competitive and thriving academic environment.
- Library facilities with INFLIBNET / DELNET, E-Learning resources.
- Free Wi-Fi facility to support teaching and research activities.
- Seed money provided for research projects which are approved by the research committee of the college.
- Well-equipped staff rooms, Department Library, Laptops and Desktops and printers for professional growth.
- Cash reward on completion of higher education. (Ph.D., M.Phil.)
- Encouragement to participate in conferences and publish in renowned journals.
- Reimbursement of registration fees for Research Paper Presentation in conferences – national and international
- Financial support for attending and presenting papers at international conferences abroad
- Flexibility in working hours for teachers enrolled for Ph.D during course work and submission of Ph.D thesis.
- Each faculty is provided with an official Email ID for official communication (college domain name).

The welfare measures facilitate career development / progression for the staff, employee well-being and healthy work-life balance. This contributes to effective organizational functioning and growth of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 17.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	34	33	09	09

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response: 6.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	8	3	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response: 18.83**

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
93	7	6	0	0

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

As mandated by Law, mLAC Trust has established a structured mechanism for financial audit. The college conducts internal audit and statutory (external) audit. The internal audit is conducted half-yearly by M/s. S Rao & Associates, Bangalore. The statutory audit is conducted by M/s Chandran & Raman, Bangalore annually.

**Internal audit process:** The internal auditor reviews, Admission, Payroll, Procurement, Fixed Asset Management, Financial Accounting, and Revenue Recognition and Statutory Compliance. All vouchers are checked by the internal audit team on a half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the Finance Officer. The verification of assets and liabilities is carried out to assess the financial position of the college

**Statutory (external) audit process:** The Statutory (external) audit is carried to assess the financial position of the college. The accounts of the college are audited by a Chartered Accountant at the end of every financial year. The auditor verifies that all payments are duly authorized by Principal. Any queries, in the process of audit are attended immediately along with the supporting documents within the prescribed time limit. During the preceding five years there have been no major audit objections.

Mechanism for settling audit objections / observations, if any:

- At the end of every financial year annual financial statements, internal audit and statutory audit reports are placed for consideration and approval of Board of Trustees.
- The Trustees take note of observations and suggestions given by the auditors and approve the audit reports.
- Finance Officer is directed to initiate follow up action on the observations and suggestions.

Financial Audit of Grants: Grants and funds sanctioned by Government/UGC

- After a stipulated period of time, the accounts for all the grants and funds sanctioned by the Government/UGC are submitted to an external Chartered Accountant. The audit report issued by the auditor with utilization certificate and all necessary certified accounts are submitted to the concerned sanctioning authorities.
- During the process of annual audit by the Directorate of Collegiate Education, the audit team verifies all the financial documents related to the public funds utilized by the college and submits a

report on the utilization of the funds.

The financial audit mechanisms ensure that funds are utilized appropriately and records are maintained accurately, thereby ensuring financial discipline and transparency in management of funds.

#### Finance Committee:

The Finance Committee of the institution is formed as per the guidelines of the Autonomous requirements. The finance committee convenes a meeting annually. The subjects presented, discussed and approved are:

- Approval of budget estimate for the academic year.
- Approval of fee structure for various UG and PG courses for the academic year.
- Approval of draft proposal for submission to UGC for release of funds.
- Approval of expenditure statement.

The matters/subject discussed in the Finance Committee meeting is placed in the Academic Council and Governing Council for approval.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

**Response:** 117.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
30.53	24.23	20.98	20.98	21

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

To ensure transparency in financial transactions and efficient financial management of funds, the mLAC Trust has formulated a **Resource Mobilization and Utilization Policy** with the following objectives:

- To ensure adherence to statutory requirements concerning resource mobilization and optimum utilization of resources
- To enable transparency and accountability in financial management

#### **Regulatory Mechanism:**

In order to maintain the financial health of the college and meet stakeholder expectations, mLAC has constituted the following:

- Finance committee, a statutory body mandated by the UGC for autonomous colleges

#### **Constitution of Finance Committee-**

As per UGC Statutes for Autonomous Colleges. The committee constitutes Principal mLAC as Chairman, Representative from Bangalore City University as member, Treasurer –mLAC Trust as member and Senior Faculty from mLAC as member.

SL. NO	NAME	DESIGNATION	
01	Dr. Shashikala A Principal, mLAC	Chairperson	
02	Sri. K.C. Medappa Treasurer, mLAC Trust	Member	
03	Sri. G.P. Raghu Finance Officer, Nominee BCU	Member	
04	Dr. Nagalakshmi B.N Associate Professor, mLAC	Member	
05	Sri. Jnanashekar. T.C Finance Officer, mLAC	Special Invitee	
06	Dr. Annadanesh.B.A Administrative Officer	Special Invitee	

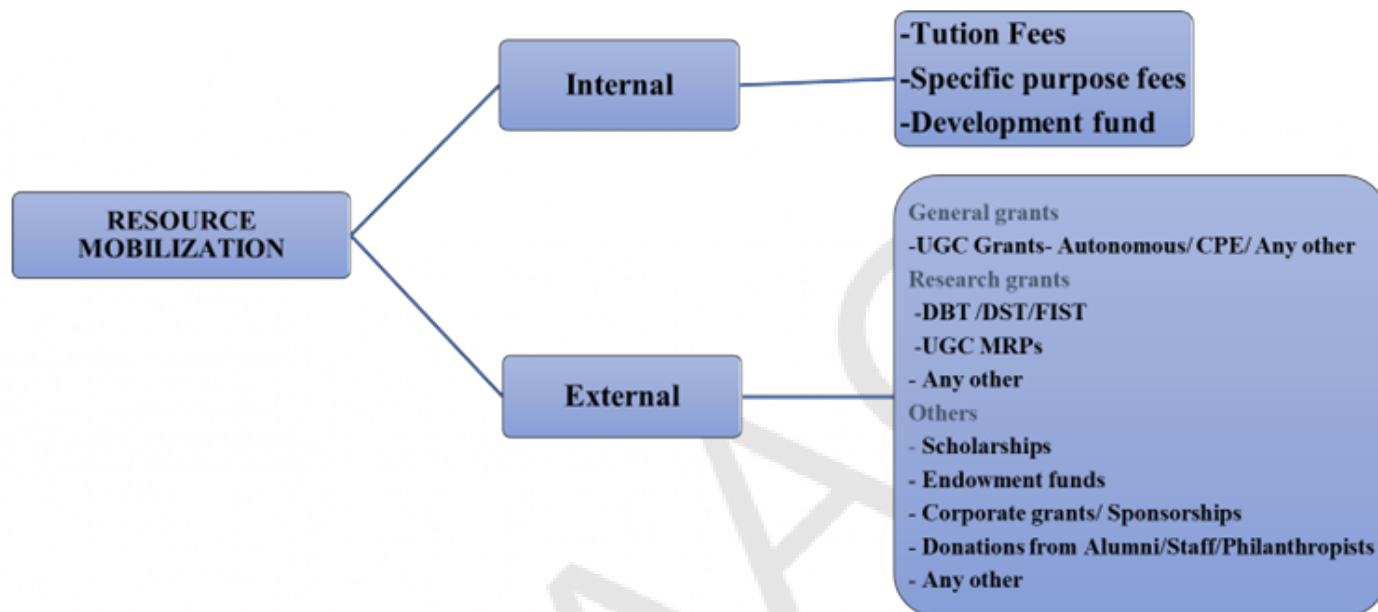
#### **Duties and Responsibilities of Financial Advisory Body: (Finance Officer)**

- To identify the areas where funds from external sources need to be raised
- To draft proposals for specific projects towards raising funds
- To identify appropriate funding agencies for the specific projects
- To place proposals before the Board of Trustees for approval and support
- To ensure appropriate utilization of funds for the specific purpose and in accordance with the

conditions laid down by the external funding agencies.

## RESOURCE MOBILIZATION AND UTILIZATION

### Funds to be mobilized



### Procedure to be followed for utilization of resources

- Allocation of resources in accordance with the budget approved by the Board of Trustees in the beginning of the financial year
- Special purpose funds shall be created to ensure utilization for the specific purpose
- E- tenders shall be invited for all capital expenditure in excess of Rs.1 Lakh
- For all other expenditure, three quotations shall be invited from vendors.
- In case of Government grants received for general/ research purposes, audited statement of accounts along with the utilization certificate shall be submitted to the concerned
- Unutilized portion of the grants received from any external granting agency shall be returned along with the utilization certificate

### Internal financial and fund management

- The financial budget for every year (Revenue and Capital) shall be finalized by the Finance Officer and Principal in consultation with all the Heads of Department of the College.
- The budget shall be placed before the Trust for its approval.
- The approved budget for the financial year and the fee structure for the academic year for various courses/combinations offered by the College shall be placed before the Finance committee constituted as per the UGC Autonomous Statutes for its approval
- Expenditure shall be incurred according to the approved budget.
- At the end of every financial year annual financial statements, internal audit and statutory audit reports shall be placed for consideration and approval of Board of Trustees.

The audit report does not show non-compliance of any statutory requirements.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

### Criteria 1

#### Curricular Aspects

IQAC continuously monitors the curriculum designing and implementation, also provides academic flexibility supporting in introducing-

- 139 Value added Courses / Add on Courses /Certificate Courses
- 04 Open Electives.

A Structured feedback system is also initiated to monitor the implementation and progress of the courses.

### Criteria 2

#### Teaching Learning and Evaluation

**IQAC :**

- Initiated 104 soft skill development programs and 300 internships
- Emphasizes on execution of innovative teaching pedagogies
- Incessantly assesses the designing of work diary, mentoring and counselling of students
- Ensures adherence to the academic and department calendar of activities
- Conducts orientation programs for the new students
- Ensures effective implementation of Learner Management System and Examination Reforms
- Continuous feedback is obtained on program outcomes and course attainment.

### Criteria 3

#### Research Innovation and Extension

IQAC has initiated Research Promotion Policy, Intellectual Property Rights Cell, Research Ethics Committee, Consultancy policy and Research Centres.

There are:

- 72 MOUs
- 387 National collaborations
- 02 International Collaborations
- 12 MRPs
- 150 quality research paper publications are in Scopus, Web of Science, UGC Care Listed journals
- 258 Book Chapters
- 19 Seed funding projects

It continuously monitors and assesses the extension/outreach activities organised and conducted by the NCC Air wing, NCC Army wing, YRC and NSS of the college

#### **Criteria 4**

##### **Infrastructure Facility**

##### **IQAC has**

- Initiated IT policy, Infrastructure Maintenance Policy, Laboratory Maintenance policy, Library Policy and e-content development facility.
- Initiated a Well-equipped Seminar Hall/AV Room, dependable Wi-Fi Facility with 200mbps Broad Band + 50 mbps lease line, four Smart Classrooms and Library Management System
- Upkept and renovated the washrooms
- College Museum- Smrithilaya/Smara showcases the milestones of mLAC in the past 50 years.

#### **Criteria 5**

##### **Students Support and Progression**

##### **IQAC ensures**

- Remedial Classes are regularly conducted for slow learners. Fee Concession for Meritorious Students, Scholarships and Career Counselling are provided to the students.
- Disha workshop, coaching for competitive examinations, department forums, cultural events- intercollegiate, intra-collegiate activities and sports are conducted emphasizing on holistic development of students.
- Election of student association is conducted using EVM machines in the college.
- Anti-ragging Policy, Placement Policy, Pre-placement Training, Grievances Redressal cell are initiated for student support.

#### **Criteria 6**

##### **Governance, Leadership and Management**

##### **IQAC**

- Initiated appointment and Service Rules, e-governance, Formation Statutory Committees, Welfare

Measures, E-Newsletter, Academic Administrative Audit, Orientation programs., FDPs, Workshops ,Webinar Series, Conferences and 360 Degree Faculty Appraisal.

- Frames the regulations of the Employee Hand Book and Student Hand Book.
- Motivates the departments to participate in ranking.

## Criteria 7

### Institutional Values and Best Practices

- Gender Audit, usage of Solar Energy, installation of Biogas Plant, Energy Conservation, Waste Management, Rain water harvesting, Green Policy, Disabled Friendly Campus and conducting Energy Audit are initiated
- IQAC monitors the Code of Conduct.
- IQAC promotes celebrations of events and National festivals to uphold the culture and heritage.
- Value Education is sustained in the institution as a best practice for the holistic development of students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

### Response:

The IQAC is committed to enhancing quality in all aspects of education with focus on teaching learning. Some of the IQAC initiatives towards facilitating an invigorating teaching and learning environment are:

- Preparation of teaching plan and strict adherence
- Introduction of flipped learning as a teaching pedagogy
- Facilitation of e learning / online teaching learning methods
- Initiation of Outcome Based Education
- Establishment of systematic process of feedbacks to review teaching learning

### Teaching Plan:

To enable effective delivery of curriculum within the stipulated period of a semester, the IQAC introduced inclusion of the teaching plan in the work diary.

A teaching plan is a document that outlines the structure and details of a single module. It is a comprehensive write-up of teaching methods to be used, estimated duration of teaching, reference materials / resources / e resources to be used for each segment in each of the modules. It gives teachers the opportunity to think deliberately about effective teaching methods to make the classes interactive and interesting.

**Implementation:** The teaching plan format which is included in the work diary of each teacher includes – title of module, number of hours allotted, teaching methodology to be used, books of reference. Each teacher is required to prepare the teaching plan in the beginning of the semester and share it with the HoD. In the course of handling classes during the semester, the teaching plan guides the teacher in making classes interesting and effective.

**Review:** The HoD reviews the work diary to ensure implementation of the teaching plan. Feedback of teachers by students and Internal audit by IQAC indicates adherence to teaching plan by teaching faculty.

### Flipped learning:

Some of the expected program outcomes outlined for the UG and PG programs is developing the aptitude for self-learning and enabling life-long learning; developing communication, collaborative, critical thinking and analytical skills. Towards achieving these outcomes, the IQAC initiated the implementation of Flipped Classroom as a teaching pedagogy. Flipped learning is a pedagogical approach in which the students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers, problem-solving activities, demonstrations, presentations etc. facilitated by teachers.

**Implementation:** An FDP on Flipped classroom was conducted for the Sciences and for the Humanities separately. The teacher participants were given information on the need and types of flipped learning, Bloom's Taxonomy and methods of engaging students through this pedagogy.

Flipped learning is being used across departments with Humanities using case study, group discussions, presentations, etc. and the Sciences using demonstrations, seminars etc. for deeper understanding of the module for which learning material is provided in advance.

**Review:** Effectiveness of flipped learning as a teaching pedagogy is assessed through interaction of HoD with class representatives, formal feedback by students of teachers.

Teaching – learning reforms introduced by IQAC has facilitated use of technology and interactive teaching pedagogy in the classroom making learning for students interesting and effective.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
- 2.Collaborative quality initiatives with other institution(s)
- 3.Participation in NIRF
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)

**Response:** 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - 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 last five years.

##### Response:

In the current context where women across the world are considered on par with men, the need to focus on gender equity has gained significance. This has provided impetus for the college to initiate activities and programs aimed at promoting gender equity in order to equip the women students for responding proactively to life situations in future. This aligns with the vision of the institution, “To empower women through education for character formation”.

Gender equity and sensitization in curricular and co-curricular activities is enabled in the following manner:

- Encouraging women students to aspire for leadership positions in the students association
- Providing training for students to compete and succeed in the corporate world
- Offering guidance for students to break barriers imposed by their socio-cultural environment
- Inspiring students by inviting women achievers to share experiences in breaking the glass ceiling
- Initiating activities to promote entrepreneurship by the Women Development Centre and the Entrepreneurship Development Centre
- Encouraging students to participate and excel in sports and NCC thereby initiating them in domains that were hitherto dominated by men
- Providing scope for women students to be placed in an equal footing in industries through a balanced multi-disciplinary curriculum
- Enabling a mindset for the women students to break perceived feminine stereotypes by providing exposure through internships, industrial visits, industry oriented & skill oriented courses, guest lectures, seminars & conferences
- Women Development Centre activities focused on health & hygiene, womens rights, training in art & crafts and training in martial arts

The college has consistently emphasized upon the need for women to be provided a safe and secure environment within the campus. Towards these various measures have been undertaken which include:

##### Physical amenities:

- CCTV cameras at strategic locations in the campus
- Adequate washrooms in the campus with sanitary pad vending machines and incinerators for proper disposal.
- First- aid centre/ Health centre with a qualified nurse
- Students' lounge for informal student interactions
- Canteen facility within the campus
- Reprography facility available in college library to prevent students frequently going out of campus.

**Operational provisions:**

- Internal Complaints Committee as per the requirements of POSH Act
- Posters at prominent places in the campus
- Awareness programs on POSH Act for students and staff
- Grievance Redressal Cell to address academic and non-academic grievances of students
- Anti-ragging cell to ensure safety of students
- Counselling centre to promote mental health and well-being of students and staff
- Mentoring of students for resolving problems at the first level
- Professional security agency providing at least one lady security guard, to ensure safety of women in the campus

These initiatives are aimed at enabling students to pursue their goals with the required courage and confidence. The curricular and co-curricular activities are designed to provoke the students to think, feel and act in a manner that makes them function as equals in the society. The facilities provided in the campus enhance the capabilities of the students, thereby grooming them for their personal and professional lives.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The facilities available in the college for management of degradable and non-degradable waste are as stated in the following table:

Academic / Support centers	Nature / Type of waste	Facilities for management of waste
Laboratories	Chemical waste / biological waste, solvents, adhesive and lubricants (hazardous), Furniture & teaching aids	<ul style="list-style-type: none"> <li>• Chemical Waste: No hazardous chemical used in Labs. Chemicals are disposed off appropriately by trained Lab Attendants.</li> <li>• Biological Waste: Disposed through BBN Waste Collection system.</li> <li>• Furniture &amp; Teaching aids: Obsolete / damaged furniture is either replaced or sent for recycling.</li> </ul>
Library	Old books, Electronic waste (E waste), Recyclable paper, plastic, glass, cardboard, Furniture & teaching aids	<ul style="list-style-type: none"> <li>• Old Books : Sent for recycling</li> <li>• E- waste: Disposed as per guidelines from Pollution Control Board.</li> <li>• Newspaper : Every 6mths it is sent for recycling</li> <li>• Furniture &amp; Teaching aids: replaced through buy back / sent for recycling</li> </ul>
Administrative office	Electronic waste (E waste), Recyclable paper, plastic, glass, cardboard, Furniture	<ul style="list-style-type: none"> <li>• E- waste: Disposed as per guidelines from Pollution Control Board.</li> <li>• Recyclable paper: Every 6 months it is sent for recycling</li> <li>• Furniture: Replaced through buy-back or recycled</li> </ul>
ICT facility & Dept. of Computer Science	Electronic waste (E waste), Furniture & teaching aids	<ul style="list-style-type: none"> <li>• E- waste: Disposed as per guidelines from Pollution Control Board.</li> <li>• Furniture &amp; Teaching aids: replaced / sent for recycling.</li> </ul>
Canteen	Food waste, Recyclable paper, plastic, glass, cardboard and cans	<ul style="list-style-type: none"> <li>• Food Waste: Biogas plant is used for treatment of food waste from the canteen</li> <li>• Recyclable paper : Every 6 months sent for recycling</li> <li>• Furniture: replaced through buy-back or recycled.</li> </ul>

		<ul style="list-style-type: none"> <li>Plastic, Cans, cardboard: sent for recycling BBMP as dry waste.</li> </ul>	
Students Lounge	Food waste, Recyclable paper, plastic, glass, cardboard and cans	<ul style="list-style-type: none"> <li>Food Waste: Biogas plant is used for treatment of food waste.</li> <li>E- waste: Disposed as per guidelines from Pollution Control Board.</li> <li>Recyclable paper : Every 6 months sent for recycling</li> <li>Furniture: replaced through buy-back or recycled</li> <li>Plastic, Cans, cardboard: sent for recycling BBMP as dry waste</li> </ul>	
Staff rooms / Classrooms	Recyclable paper, plastic, glass, cardboard and cans, Furniture & teaching aids	<ul style="list-style-type: none"> <li>Recyclable paper : Every 6 months sent for recycling</li> <li>Plastic, Cans, cardboard: sent for recycling BBMP as dry waste</li> <li>Furniture &amp; Teaching aids: replaced / sent for recycling.</li> </ul>	
Maintenance	Light bulbs, solvents, adhesive and lubricants (hazardous)	<ul style="list-style-type: none"> <li>Light bulbs, solvents, adhesive: disposed dry waste through BBMP waste collection system.</li> <li>No hazardous lubricants are used in the campus</li> </ul>	
Garden	Biodegradable waste	<ul style="list-style-type: none"> <li>Composted and reused</li> </ul>	
Washrooms	Sanitary waste	<ul style="list-style-type: none"> <li>Incinerator installed for disposal</li> </ul>	
First-aid center	Surgical gloves, band aids, syringes, waste cottons, tablet strips etc.	<ul style="list-style-type: none"> <li>Disposed as hazardous waste through BBMP waste collection system</li> </ul>	
Animal House	Animal feed	<ul style="list-style-type: none"> <li>AMC for appropriate treatment of waste generated.</li> </ul>	
	Rubbish residues constituents		

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Initiatives in providing an inclusive environment

The core values of the college, viz., Excellence, Team work, Integrity, Inclusivity and Responsiveness are reflective of the focus on tolerance and harmony towards diverse societal groups. The college encourages admission of students from a wide cross section of young girls from different cultural, regional and socio-economic backgrounds. The seat reservation policy is followed as per the guidelines given by Social Welfare Department, Govt. of Karnataka. Students coming from the less privileged **socio-economic groups / Students with disabilities** are allowed concession in fees and provided a conducive environment for achieving success in their academic, co-curricular and extra-curricular endeavours. The mLAC Trust has reached out to First Generation Learners (FGLs) by formulating a FGL Policy outlining the incentives to be provided for enabling an inclusive environment for all students.

The Recruitment Policy of the college also aligns with the core values such that the deserving candidates get a fair and equal chance of employment. The category wise reservation guidelines are adhered to in the recruitment procedure effectively. Staff Members with Physical disabilities are also provided opportunities for employment in the college and advancement in their career.

The co-curricular and extra-curricular activities promote an inclusive environment in which all students get varied opportunities to explore their latent talents in a free and friendly campus space. Events such as celebration of Independence Day, Republic Day, Gandhi Jayanthi, Ambedkar Jayanthi, Vivekananda Jayanthi, Constitution Day, Women's' Day, Teachers Day, International Yoga Day invoke a **feeling of oneness and harmony** amongst students in the college. The NCC Army wing and Air wing celebrate the Kargil Vijay Divas and Sadbhavana Divas besides actively participating in the other National Days.

Student Association activities include Freshers Day, Ethnic Day. Inter-collegiate cultural Fest (Tarangini), Department Fests, Janapada Mela, Ganesh Chaturthi, Ayudha Pooja also foster a healthy respect for different **ethnic and socio-cultural groups**. Blood donation drives, walkathons to build awareness in the **local community** on current burning issues and extension activities form an important component in sensitizing students to their role in society as individuals and as a collective.

A full-time counsellor supports students and staff in enabling their mental and emotional well-being. This ensures that disturbing issues amongst students, between students and staff, if any, is resolved amicably. The values of tolerance and harmony are highlighted so that individuals learn to function with healthy self-respect and respect for others.

The college has been associated with DISHA BHARAT since 2005 for providing value based education to all the students. 'Know Yourself, Know your Country, Know your Culture' is the theme on which the workshops are conducted. Students are oriented on UNESCO's four pillars of education – learning to know, learning to do, learning to live together and learning to be.

Therefore, by creating and supporting an environment in which individuals from diverse backgrounds are provided avenues for personal and professional growth in a safe and secure space, the college ensures an inclusive environment for all.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

The motto of the college 'Sheelam Parama Bhushanam' accords highest priority to the building of character. The vision, aligned to the motto, highlights the role of the college in empowering women through education for character formation. The college seeks to realize its vision by providing opportunities for providing selfless service to the nation and focusing on providing education based on holistic and ethical values, besides its focus on research and lifelong learning.

The college sensitizes students to the constitutional obligations in the following manner:

- Curriculum: A compulsory course on Indian Constitution is offered to all the students across all programs in the first year as a Foundation course.
- National Days: As part of celebration of National days such as Independence Day, Republic Day, Gandhi Jayanthi, Ambedkar Jayanthi, Vivekananda Jayanthi, Constitution Day, Teachers Day, International Yoga Day, activities such as speeches, national songs, dance etc. are organized.

Students are provided a platform to share their views on the role, duties and responsibilities of every citizen.

- NCC events: Every event organized by NCC Army wing and Air wing is aimed at sensitizing students to constitutional values and contributing to the nation as worthy citizens.
- Extension activities: Awareness campaigns on health & civic issues / COVID care and caution, COVID vaccination drive, blood donation camps, visit to NGOs working for the less privileged groups and celebration of World Environment Day through conduct of university level quiz and public lectures sensitized students to their duty towards the nation
- Value education: Sustained association of the college with Disha Bharat, an NGO that works towards sensitizing youth to enrich their lives through values, has contributed to building a strong foundation of citizenry among students.
- Student support initiatives – The following initiatives promote the values of equality, inclusivity and justice enshrined in the Indian Constitution:

1. First Generation Learners Policy
2. Internal Compliance Committee
3. Grievance Redressal Cell
4. Anti-ragging Cell
5. Scholarship and Fee Concessions
6. Facility for the differently-abled
7. Counselling centre

- Student Union Election: is conducted in a democratic fashion, as the students elect Union President using EVM's. The Faculty members are trained as Election Officers and make the election successful. This process gives practical knowledge to students and right to vote.
- Code of conduct: Employee code of conduct and student code of conduct have been drawn up to ensure that employees and students function as dutiful citizens and contribute to the institution and nation at large.

The motto, vision, mission and core values of the college that are aligned with the Constitutional values have been displayed in the college website, brochure and at prominent places in the campus. The policies and initiatives which sensitize students and employees to be responsible citizens have also been communicated.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

##### **1. The Code of Conduct is displayed on the website**

**2. There is a committee to monitor adherence to the Code of Conduct****3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff****4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).****Response:**

Celebration of National and International commemorative days, events and festivals are aimed at achieving the following objectives:

- To build an inclusive culture within the campus
- To enable understanding of the concept of 'Unity in Diversity'
- To nurture healthy respect for the nation
- To sensitize students to global issues

**National Days:**

On Independence Day and Republic Day, the Indian tricolour is hoisted in the college quadrangle and the NCC officers ensure that the protocol is strictly adhered to. Gandhi Jayanti, Vivekananda Jayanti, Ambedkar Jayanti, Constitution Day and Teachers Day are also celebrated with great fervour in the college. Teachers and students collaborate to organize activities such as street play, smart selfie, speech competition, essay writing, quiz, triathlon, short movie making.

**International Days:**

International Women's Day is celebrated to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history of their countries and communities. The college identifies women achievers from different walks of life and felicitates them.

World Environment Day is celebrated to sensitize students on the need to protect environment, maintain ecological balance and reduce carbon footprints. The college conducts quiz competition, public lectures and sapling plantation drive to commemorate this day.

150th Year of Periodic Table was celebrated in 2019 to commemorate Mendeleev's work. Bharat Ratna Prof. CNR Rao delivered the keynote address on this occasion and Padma Vibhushan Prof. Roddam Narasimha presided over the function.

International Yoga Day celebrated on 21st June signifies the worldwide acceptance of yoga as vital for physical, mental and spiritual health. The UN has promoted Yoga Day to focus on global health, peace and harmony for humanity. A group yoga session is organized to mark this occasion.

### **Festivals:**

The festival of Sankranti is celebrated by organizing Janapada Mela in the college campus. Students and staff dressed in ethnic wear display and / or sell merchandise in a rural setting specially crafted for this day. The highlight of this Mela is the preparation and sale of food items which are typical for the season and a staple cuisine of rural Karnataka.

Prior to the festival of Ganesh Chaturthi, the college promotes sale of eco-friendly Ganesha idols. The Students Association organizes the installation of the idol, its pooja and immersion with great fanfare.

During Dussehra, the Ayudha Pooja is performed to symbolically show our gratitude to all the material / physical resources such as land, building, machinery, equipment, instruments, books etc. for enabling the process of teaching-learning in the college.

### **Events:**

Founders Day, Convocation Day, Freshers Day, Sports Day, Ethnic Day, College cultural Fest – Tarangini are events organized to foster a feeling of oneness and belonging to the college. The Founder's Day is celebrated in memory of the founder, Dr. KNV Sastri, to honour his contribution to women's education

<b>File Description</b>	<b>Document</b>
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## **7.2 Best Practices**

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

**Response:**

**Best Practice I**

**TITLE: HOLISTIC EDUCATION TOWARDS WOMEN EMPOWERMENT**

**OBJECTIVES:**

- 1.To build resilience and self-reliance
- 2.To develop critical and analytical thinking
- 3.To nurture values of inclusivity and responsiveness
- 4.To cultivate skills for self-expression
- 5.To promote qualities for ethical decision making

This practice is centered around holistic development of the learners' personality by creating an ecosystem for enhancement of the physical, intellectual, emotional, social and spiritual quotients. The activities outlined under this practice are intended to enhance the overall well-being of women students. This will enable their adaptability in a dynamic external environment for healthy balance in their personal and professional domains.

**THE CONTEXT**

The student community at mLAC belong to a socio-economic background that provides limited scope for empowerment of women. The vision of the college, **to empower Women through Education for Character Formation**, is aimed at empowering women students to survive and thrive in the present turbulent VUCA world with confidence and strength. Focus on academic learning alone will thwart multi-dimensional growth that is required to empower the women students. It is in this context, that the need for holistic education was felt and steps were initiated in the year 2010 which gained momentum in 2016 with the college being awarded autonomous status.

Activities organized by Women Development Centre, Entrepreneurship Development Cell, Communicative English Lab, Industry integrated programs and the Placement Cell are components of holistic education. Sports, community service, counselling, NCC and NSS also ensure overall personality development of the women learners.

**THE PRACTICE**

The following table illustrates the components of holistic education provided, approximate number of beneficiaries and the expected outcomes.

Sl.No.	Nature of activity	Approx. no. of beneficiaries per year	Expected Outcome
1	Students' association election using EVM	1500 students	Awareness of <ul style="list-style-type: none"> <li>• democratic process</li> <li>• duties and responsibilities of off</li> <li>• civic responsibilities</li> </ul>
2	Students' association activities	1500 students	Developing skills <ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Decision making</li> <li>• Critical and analytical thinking</li> </ul>

			<ul style="list-style-type: none"> <li>• Crisis management</li> <li>• Negotiation</li> <li>• Inter-personal</li> </ul>	
3	WDC activities	1000 students	<p>Awareness and sensitization on</p> <ul style="list-style-type: none"> <li>• Women's rights</li> <li>• Self-defense</li> <li>• Self-reliance</li> <li>• Health &amp; Wellness</li> <li>• Mental health issues</li> </ul> <p>Development of</p> <ul style="list-style-type: none"> <li>• Managerial skills</li> <li>• Interpersonal skills</li> <li>• Team skills</li> </ul>	
4	Entrepreneurship Development Cell activities	100 students	<p>Awareness of</p> <ul style="list-style-type: none"> <li>• Schemes for and institutions that support women entrepreneurs</li> <li>• Skills required for starting business</li> </ul> <p>Development of</p> <ul style="list-style-type: none"> <li>• Entrepreneurial skills</li> <li>• Skills for Product ideation and development</li> <li>• Managerial skills</li> <li>• Marketing skills</li> <li>• Presentation skills</li> <li>• Accounting skills</li> </ul>	
5	Pre-placement training	700 students	<p>Development of skills for</p> <ul style="list-style-type: none"> <li>• Aptitude test</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• Interview</li> </ul> <p>Prepares for</p> <ul style="list-style-type: none"> <li>• Making career choices</li> <li>• Entry into corporate world</li> </ul>	
6	Communicative English	100 students	<p>Ability for</p> <ul style="list-style-type: none"> <li>• Spoken English</li> <li>• Written English</li> </ul> <p>Builds</p>	

			<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Self-esteem</li> </ul>	
7	Basic computer skills	100 students	<p>Enhances capabilities for</p> <ul style="list-style-type: none"> <li>• Use of technology</li> <li>• Lifelong learning</li> <li>• Self-directed learning</li> <li>• Career growth</li> </ul> <p>Builds</p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Self-reliance</li> <li>• Resilience</li> </ul>	
8	Add-on & Industry integrated courses	900 students	<p>Bridges the gap between</p> <ul style="list-style-type: none"> <li>• Academic learning &amp; Industry r</li> <li>• Conceptual knowledge and prac application</li> </ul> <p>Equips learners with</p> <ul style="list-style-type: none"> <li>• Career oriented skills</li> <li>• Wide spectrum of knowledge an</li> <li>• Holistic learning</li> </ul>	
9	Internships and industrial visits	900 students	<p>Enables</p> <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Professional grooming</li> <li>• In-depth knowledge</li> <li>• Placement</li> <li>• Preparedness for professional ro</li> </ul>	
10	Star program for science students	900 students	<p>Nurtures</p> <ul style="list-style-type: none"> <li>• Scientific temper</li> <li>• Research oriented learning</li> <li>• Experiential learning</li> <li>• Critical thinking skills</li> <li>• Analytical skills</li> </ul>	
11	Outreach activities	800 students	<p>Develops</p> <ul style="list-style-type: none"> <li>• Greater awareness towards socie</li> <li>• Sensitivity towards societal need</li> <li>• Responsible citizenship</li> <li>• A sense of purpose for themselv commitment to the cause</li> </ul>	
12	Sports	60 Students	Nurtures	

			<ul style="list-style-type: none"> <li>• Physical strength and endurance</li> <li>• Qualities of sportsmanship</li> <li>• Collaborative skills and team spirit</li> <li>• Self-discipline and patriotism</li> </ul>	
13	NCC	104 Cadets	Nurtures <ul style="list-style-type: none"> <li>• Spirit of patriotism and selflessness</li> <li>• Concern for fellow-beings</li> <li>• Discipline and a secular outlook</li> <li>• Responsible citizenship</li> <li>• Holistic development</li> </ul>	
14	Counselling	30 students	Promotes <ul style="list-style-type: none"> <li>• A sense of well-being</li> <li>• Emotional balance</li> <li>• Sensitivity to oneself and towards others</li> <li>• Greater resilience and adaptability</li> </ul>	

It may be relevant to note that the programs mentioned above are offered to all the students of the college. Students make a choice of the activities they wish to participate in, based on their interest and aptitude. Pre-placement training is one activity, which is offered to all the students who register for campus placements.

### EVIDENCE OF SUCCESS

A survey conducted to assess the extent of outcome attainment for each of the components of holistic education at mLAC

Sl.No.	Nature of activity	Rating for Outcome attainment Scale 1 to 5	Quotient developed	Developmental Area
1	Students' Association election using EVM	3.97	Social, Emotional and Intellectual	Social and Emotional
2	Students' association activities			
3	WDC activities	4.23	Emotional / Social / Spiritual	Spiritual
4	Entrepreneurship Development Cell activities	4.12	Intellectual & Social	Social
5	Pre-placement training	4.06	Intellectual/Social/Emotional	Emotional
6	Communicative English	4.05	Intellectual / Social	Social
7	Basic computer skills for all students	4.18	Intellectual	Intellectual
8	Add-on courses & Industry integrated courses	3.79	Intellectual	Intellectual
9	Internships and industrial visits	3.09	Intellectual / Social	Social
10	Star program for science students	4.13	Intellectual	Intellectual
11	Outreach activities	4.21	Social / Emotional / Spiritual	Spiritual
12	Sports	4.73	Physical / Emotional	Physical
13	NCC	4.42	Physical /Social /Emotional	Physical
14	Counselling	4.07	Emotional / Spiritual	Spiritual

Analysis of data collected from the students to assess the success of the best practice 'Holistic education towards women empowerment', indicates that the expected outcomes for each of the components have

been attained to a large extent (4.05 on a scale of 1 to 5).

## **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

Problems encountered:

- Availability of limited infrastructure to carry out varied activities towards holistic education, the college being situated in the heart of Bangalore city
- Switching from offline mode to online mode in the last 2 years due to the pandemic.
- Issues related to finding common time and space for students across streams to be a part of the various activities

Resources required:

- Physical resources in the form of classrooms, laboratories, Computers, library, auditorium / seminar hall, playground, space for indoor activity
- Human resources with varied knowledge and skills to initiate and implement activities
- Financial resources to conduct the activities.

## **RELEVANCE OF THIS PRACTICE TO OTHER INSTITUTIONS**

In the words of Rabindranath Tagore, “the highest education is that which does not merely give us information, but makes our life in harmony with all existence”. Therefore, holistic education is that which caters to the multi-dimensional requirements of a learner and ensures harmony of the individual self with the environment.

Holistic education at mLAC with its multi-dimensional approach is aimed at drawing out the best in the learner by striking a fine balance of the physical, intellectual, emotional, social and spiritual quotients. Feedback from students indicates that they experience a positive change in the form of higher self-confidence, self-esteem, self-reliance, resilience and patriotism. Students also report a significant positive impact in their ability to think critically, analyse logically, make rational decisions and communicate coherently. Hence this practice is worthy of emulation.

### **Best Practice II**

**Title of the Practice: VALUE EDUCATION TOWARDS SUSTAINABLE HUMAN DEVELOPMENT**

#### **Objectives of the Practice**

- To enable each learner, discover her unique potential, become aware of the great spiritual and cultural traditions of the nation in the global context.
- To focus on human development by revealing to learners the spiritual aspect to human life.

Intended Outcomes:

- Inspire learners to develop the physical, intellectual, emotional, social and spiritual quotients
- Facilitate sustainable human development

**Underlying principles:**

Education at mLAC is deemed to be complete only when it is aligned with the vision, “Empowering women through education for Character formation”. Therefore, value education has been an integral part of all education.

**The Context**

The institution focuses upon holistic development of learners in keeping with the motto, Sheelam Paramabhushanam and the vision, ‘To empower women through education for character formation’. The institution has partnered with DISHA, a non-governmental organization promoting value initiatives among youth, for providing value education to undergraduate students since 2005. The theme of the program is ‘Know yourself, Know your country, Know your culture’.

The term SHD refers to development that promotes the integral human development (IHD) of people today without compromising the IHD of people tomorrow. Emphasis is on the integration of the physical, psychological and spiritual needs of people. IHD entails holistic development of each human being, not in isolation, but in solidarity with others to foster justice, peace and encapsulates all dimensions of human well-being. The factors promoting SHD include Building Resilience (BR), Enhancing Adaptability (EA) and Reducing Vulnerability (RV).

**The Practice:**

A variety of pedagogical techniques that promote participatory learning are adopted. Emphasis is laid upon open and free communication, problem solving, creativity and critical reflection of the learners’ own perspectives. Quiz, audio-visual sessions, group counselling, team building games, yoga and community volunteering are some of the pedagogies adopted for enabling a dynamic learning experience. The physical, intellectual, emotional, social and spiritual domains of learners’ personality are addressed.

Following are the components of the practice and their uniqueness in the context of Indian higher education.

**1. Yoga / Team games**

- Context: To bridge the gap created by the unidimensional focus of the existing academic structure by providing insight into the relevance of physical fitness and mental health for overall personality development of learners.
- Uniqueness: Focuses on wellness and well-being through experiential learning by
  - highlighting the importance of physical fitness and mental discipline for building intellectual competencies,
  - engaging learners in activities that makes them realize the value of collaborative work and team synergy,

**2. Group counselling:**

- Context: To facilitate learners to deal with personal issues that impact them on a day-to-day basis and also cope with academic pressures in a highly competitive environment

- Uniqueness: Harnesses the power of the collective for
- enabling learners find solutions to the varied problems in life
- facilitating learners to identify opportunities for self-development and healthy inter-personal interactions.

### 3. Namaste India Quiz:

- Context: To instill pride in the rich culture and heritage of the motherland for developing greater self-worth among learners.
- Uniqueness: Ignite learners to take responsibility for
  - the self as an important contributor to the society
  - promoting the rich culture and heritage of the nation
  - their own actions in preserving the Indian culture and heritage

### 4. Audio-visual session

- Context: To sensitize learners through audio-visual clippings for becoming catalyst of social change
- Uniqueness: Inspires learners to
  - engage in ethical decision making
  - make a positive difference to society

### 5. Community volunteering:

- Context: To provide a platform for learners to engage in the local community for developing qualities of tolerance and adaptability
- Uniqueness: Provides learners opportunities for
  - experiential learning
  - healthy interaction with a diverse group of people

### 6. Take home message:

- Context: To provide exposure for learners to enrich themselves through interactions with achievers in different fields.
- Uniqueness: Provides learners with values that
  - lays the foundation to manage oneself
  - serves as a means to shape their future

### Evidence of Success:

The results of the survey to assess the outcome of value education workshop presented below indicates high attainment of values leading to SHD

Values	Rating (Scale 1 – 5)	Quotient	Components	
Positive view of oneself	4.43	Emotional	BR	
Self-discipline	4.48	Emotional / Spiritual	BR	
Confidence in one's strength and abilities	4.4	Emotional / Spiritual	BR	
Manage emotions	4.29	Social / Emotional / Spiritual	BR	
Solve problems of life	4.32	Emotional / Spiritual	BR	
Physical fitness	4.18	Physical	BR	
Communicate effectively	4.24	Intellectual / Social	BR	
Team spirit	4.32	Emotional / Social	RV	
Work for larger goals along with personal goals	4.4	Intellectual / Spiritual	RV	
Make realistic plans	4.29	Intellectual	RV	
Attitude to help	4.3	Social / Spiritual	RV	
Ability to analyse	4.36	Intellectual	RV	
Work towards nation building	4.35	Social / Spiritual	RV	
Accept change	4.38	Emotional / Social	RV	
Respect others' views	4.5	Social / Spiritual	EA	
Empathy for differently abled	4.39	Emotional / Social / Spiritual	EA	
Knowledge of nation's contributions	4.39	Intellectual / Spiritual	EA	
Respect for different cultures	4.54	Emotional / Social / Spiritual	EA	
Concern for environmental issues	4.48	Spiritual	EA	
Eagerness to contribute to society	4.39	Emotional / Social / Spiritual	EA	
Sensitivity towards international peace and harmony	4.36	Emotional / Social / Spiritual	EA	

NAAC

## **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

Problems encountered:

- Availability of limited infrastructure to carry out activities in the workshop mode.
- Lack of personal connect in online transaction of modules during the last 2 years on account of the pandemic.

Resources required:

- Physical resources in the form of auditorium and open space
- Financial resources to conduct the activities.

Value education and learning lie at the heart of approaches to sustainable development to realise the vision of education that seeks to empower people to assume responsibility for creating a sustainable future (UNESCO 2005a, b). The place of sustainability in the curriculum of higher education is not one of integration, but rather one of innovation and systemic change that will allow for more transformative learning emphasizing learning for being, knowing and doing (Wals and Corcoran 2006). Therefore, value education towards SHD which builds resilience, enhances adaptability and reduces vulnerability assumes greater importance for the youth of today in order to survive and thrive in the VUCA world.

Value education workshops initiated in 2005 have become a vital component of the education at mLAC. The success of the workshops is evident in the feedback from students who have had a positive transformative experience. Hence this practice is worthy of emulation.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

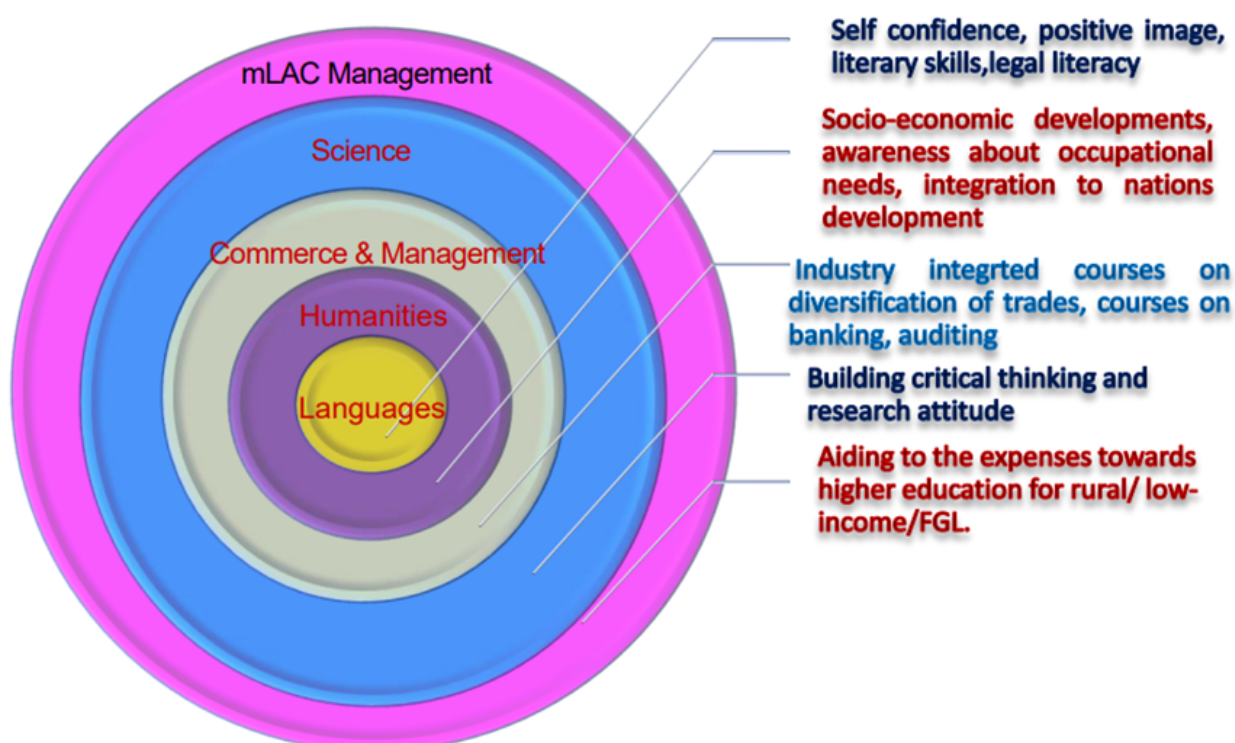
## 7.3 Institutional Distinctiveness

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

#### Response:

#### “EMPOWERED TO EQUITY” - Closing the gender gap through multidisciplinary approach

Maharani Lakshmi Ammanni College for Women (mLAC), established in the year 1972, under the leadership of visionary founder Dr. K N V Sastri attained autonomous status in the year 2016. Since the college offers programs in Arts, Science and commerce and management, a multidisciplinary holistic development was easily possible. The college is guided by its vision and core values in all its endeavours to ensure that the academic ecosystem is futuristic and aligned to the changing expectations of stakeholders. **This is reflected in the institutional distinctiveness of quality education being the cornerstone of each of the streams offered as a multidisciplinary college towards empowering women students in their personal and professional domains.**

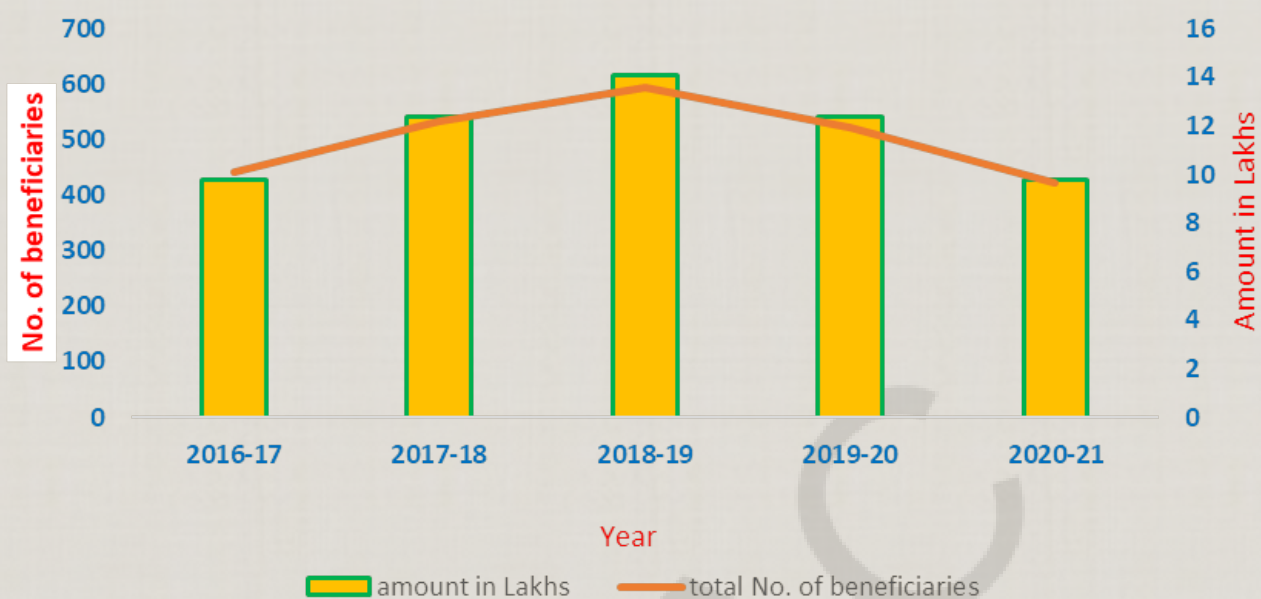


mLAC Management

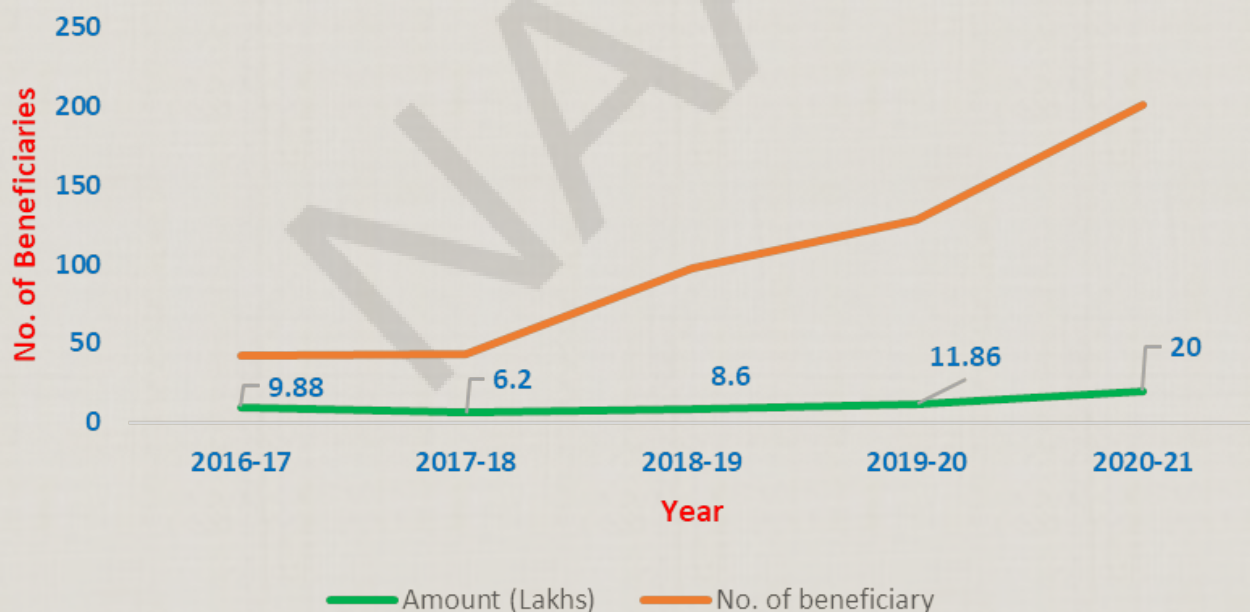
mLAC foresees the requirement of women's multidimensional development for healthy society, hence from the time of its institution has aided to the educational requirements of girl child in formal and informal ways, such as fee concession, aided free ships, scholarships for students from reserved category and rural background. mLAC instituted the First-generation policy for the first-generation learners, first of its kind among the autonomous institutions in Bangalore. Around 20 students in two batches since 2021 availed complete fee waive off and other benefits such as book banking etc. Alongside, The institution takes utmost care in encouraging students to get admitted to conventional programs (one of the few colleges with 21 departments offering conventional and professional programs) ensuring interdisciplinary exposures to students.

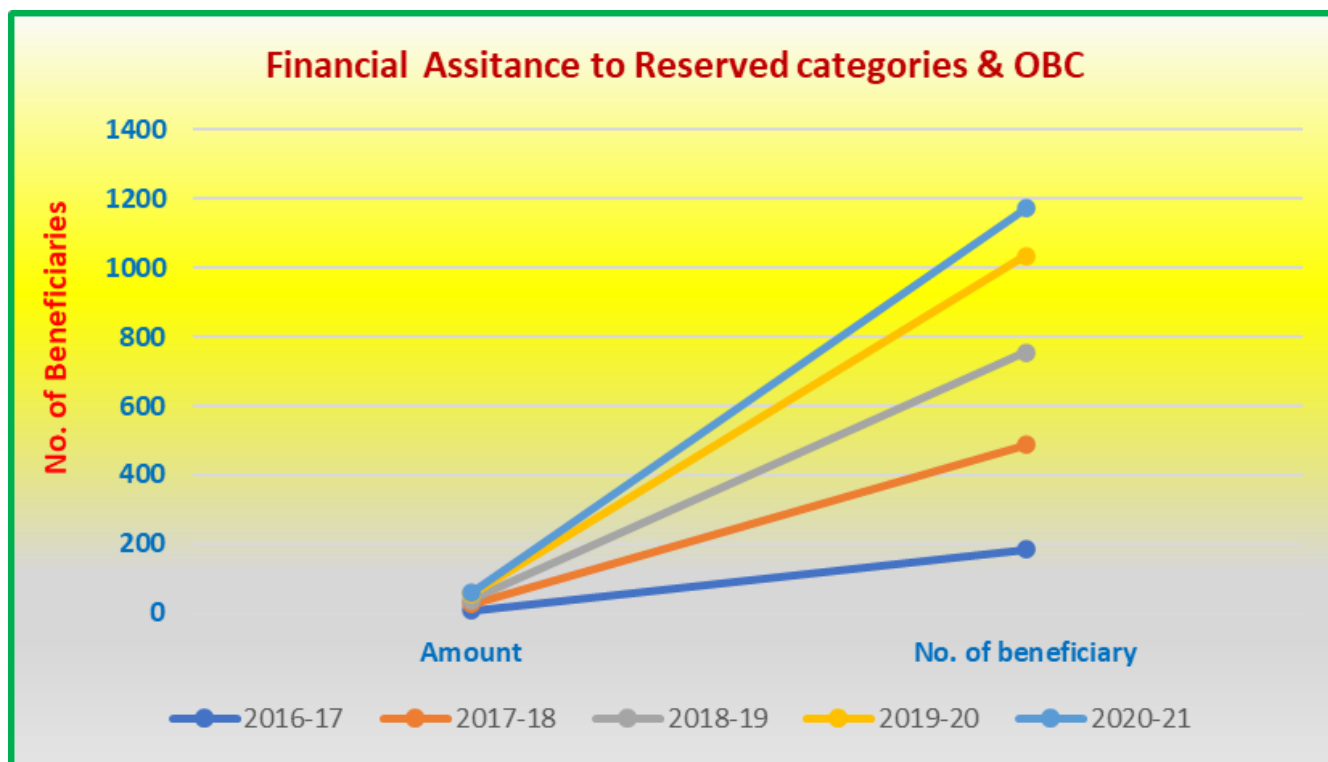
Gold medals instituted by mLAC trust		
Gold Medal	Program/ Scheme	
Dr. B R Ambedkar	Reserved category	
Rashtrakavi Kuvempu	Language	
Dr. K N V Sastri	Humanities	
Dr. T L Shantha	Biological Sciences	
Shri. Kumar Mahadevan	Physical Sciences	
Shri. S V Rangaswamy	Comp. Applications	
Shri S G Sundaraswamy	Commerce	
Smt. Kamala Sundaraswamy-	Management Studies	
Padma Vibhushan Prof. Roddam Narasimha	Higher Studies	
Smt. Parvati Subramanian	Psychology	
Smt. Dr. K Padma R Rao-	First Generation Learners	
Amount towards institution of Gold medal		
Year	Amount in Lakhs	No. of Beneficiaries
2020-21	1.53	11
2021-22	1.66	15

### Aided Freeships- No. of Beneficiaries and Amount



### Fee Concession by the institution



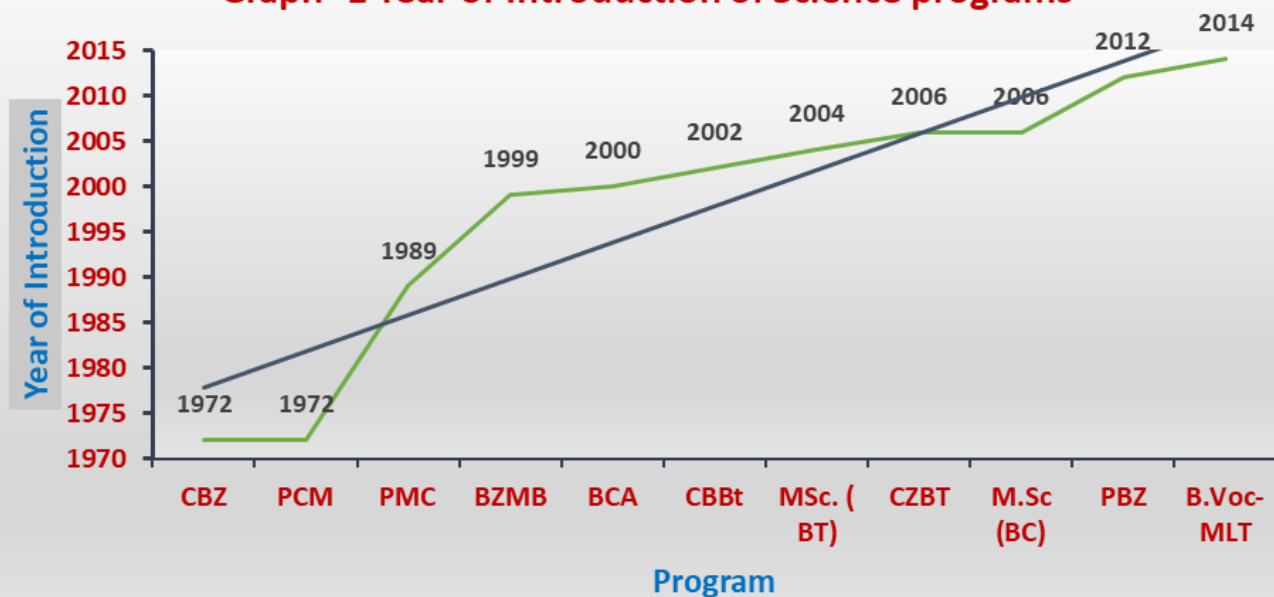
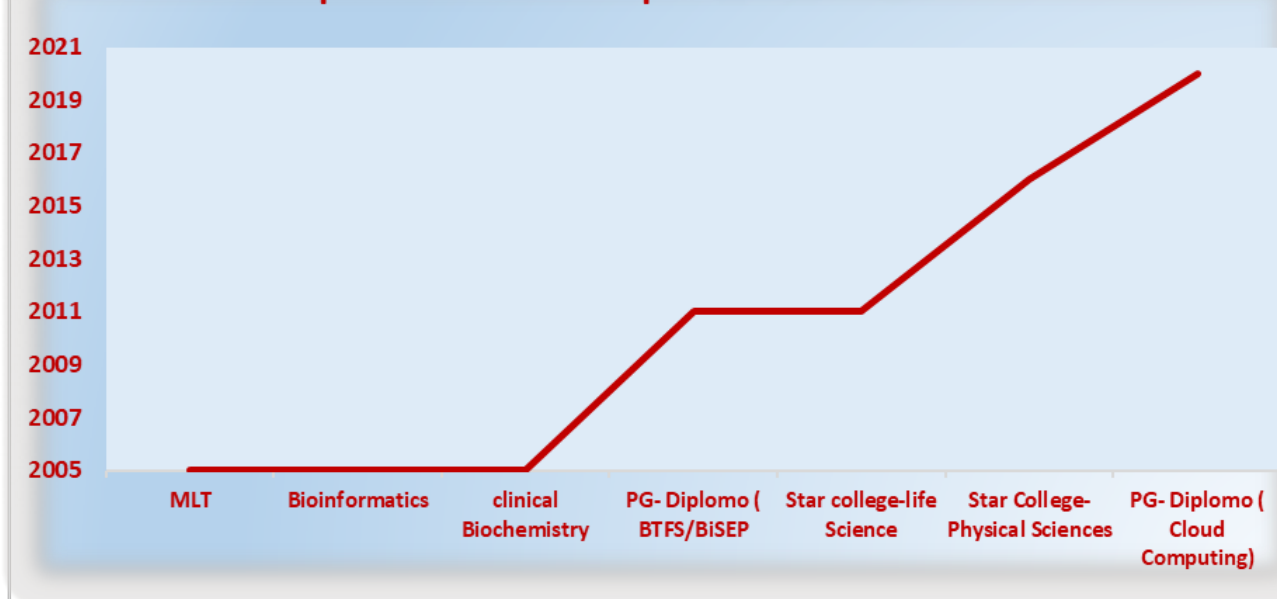


#### Science stream.

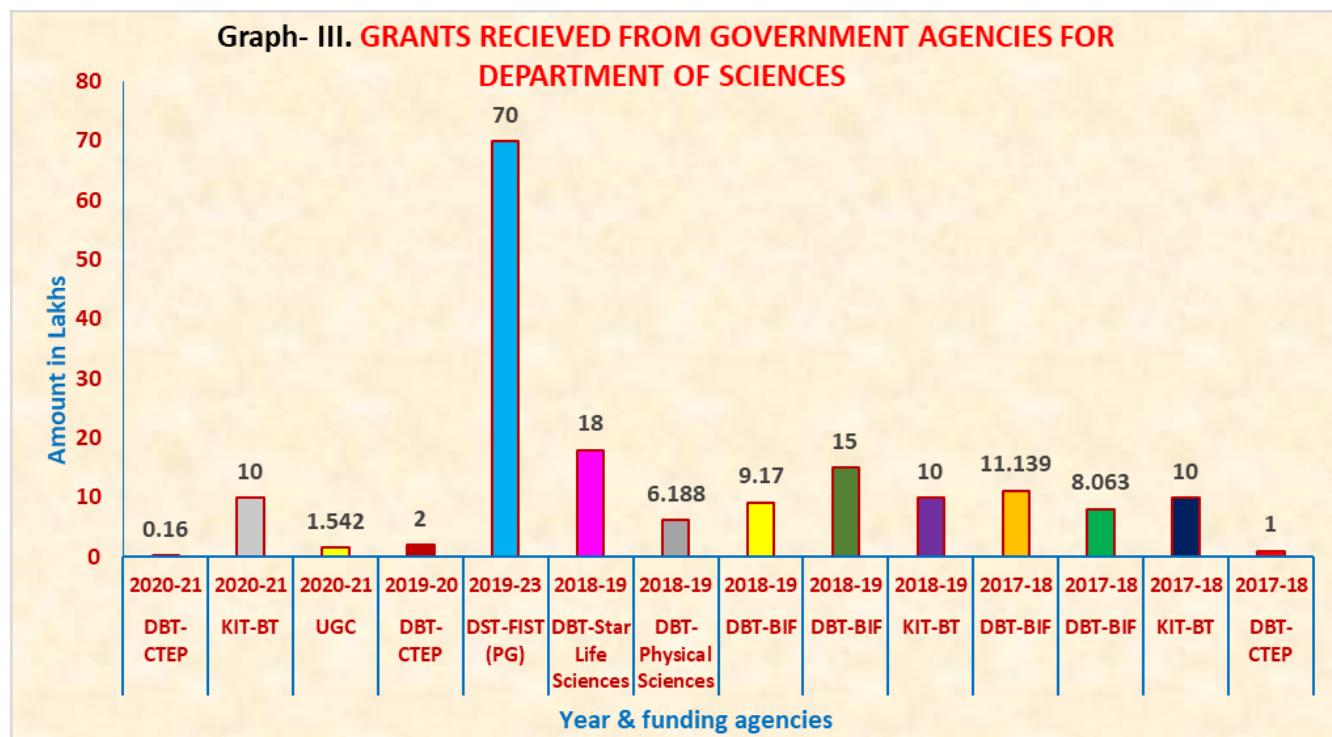
The focus on science education is reflected in the consistent growth in the number of courses in emerging areas, funded Schemes, projects as listed below and publications since 2005.

Star status for Life Sciences, Star Scheme status for Physical Sciences Bio-Informatics Infrastructure Facility - recognised by DBT, Government of India Department of Bio-technology awarded FIST - by DST, Government of India Biotechnology Skill Enhancement Program (BiSEP) recognised by Government of Karnataka, supported by Government of India, Bio-technology department recognised by Bangalore University as research centre

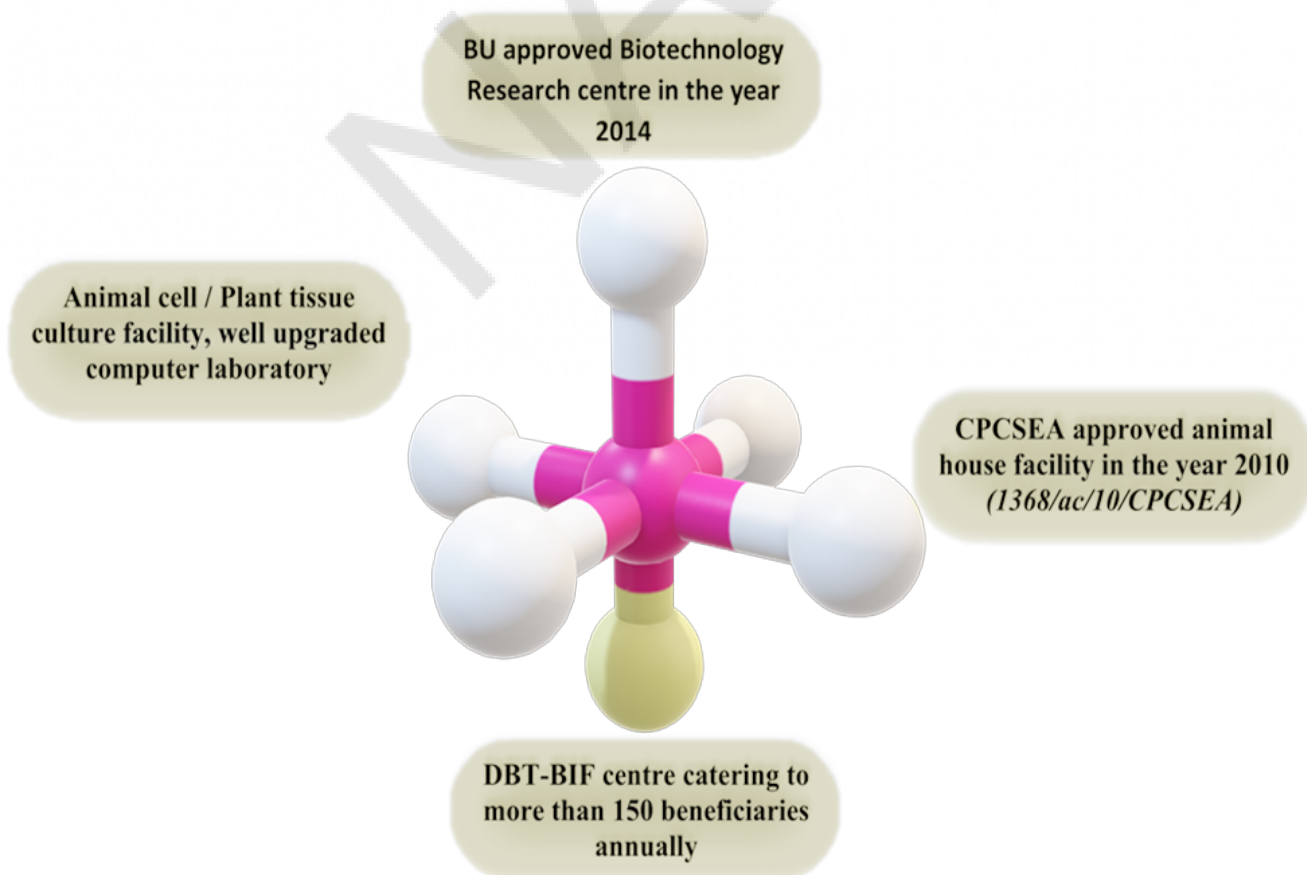
Over the last five decades, the college has established itself as among the forerunners in science education for women offering 8 UG Programs and 2 PG programs to meet the increasing demand for science programs (Graph I)

**Graph -1 Year of Introduction of Science programs****Graph -II. Add-On & Diploma Courses in Science****GRANTS RECEIVED FOR RESEARCH IN SCIENCES:**

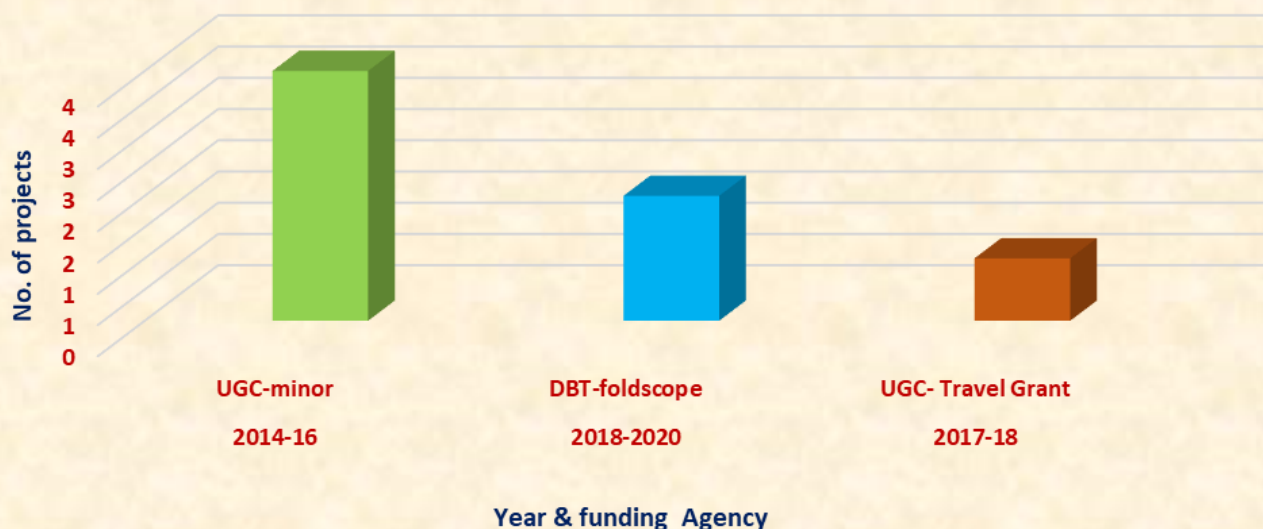
The mLAC leadership has been promoting a research culture at the college wherein teaching faculty are encouraged to apply to funding agencies (Graph-III).



The availability of funds provided impetus for the establishment of state-of-art laboratory and other facilities as mentioned below the benefit of which has also been extended to students of neighbouring colleges, particularly those of government colleges.

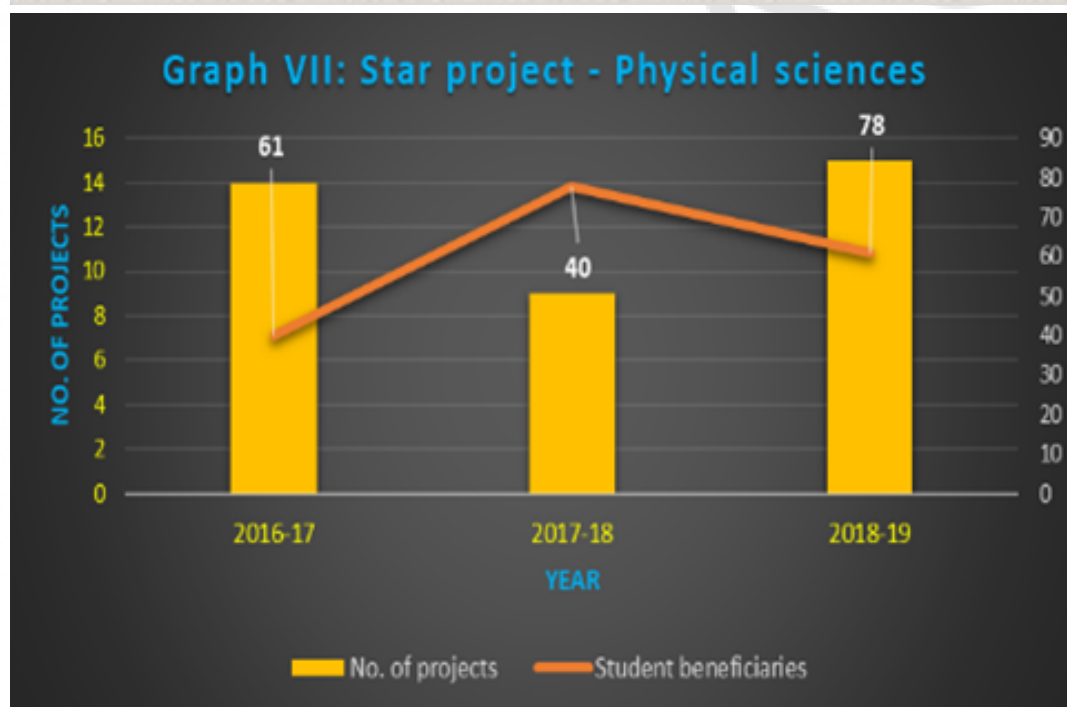
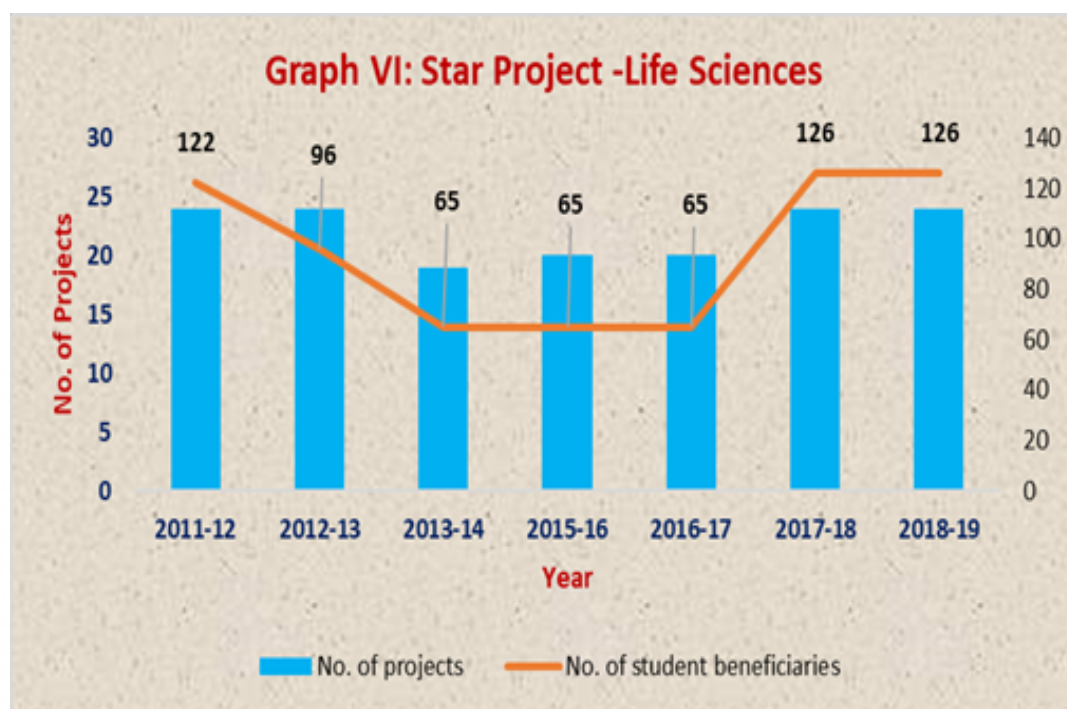


The establishment of research facilities led to a remarkable increase in the grants received for student projects funded by Karnataka State Council for Science and Technology (KSCST) and Karnataka State Bio-fuel Board (KSBDDB) and funded faculty project and publications ( Graph IV, V & VI).

**Graph-IV. Karnataka State Council for Science & Technology (KSCST)- projects Students****Graph V. Faculty Projects- Department of Sciences****STAR PROGRAM:**

The objective of “**Science with Skills for technology tomorrow**” was achieved through DBT funded Star program that leveraged the gap from “classroom to critical thinking” with multidisciplinary approach.

The Program marked the beginning of inculcating a passion for research and developing higher order thinking skills among students. Over 700 students were benefitted from the star program and the exceptional performance of the college was rewarded by the grant being extended to the grant to physical science departments in 2016, thus promoting interdisciplinary learning, a remarkable increase in progression to higher studies was noticed. and enabling the students to understand the integrated applications of all branches of sciences.



### Commerce and Management Streams

#### Academic initiatives:

- Recognised by Bangalore University as pioneers in the establishment of Business Lab
- Industry integrated programs - B.Com. (A & F) integrated with CA / CS , B. Com ACCA, B. Com (International Taxation and Technology) in association with Ernst & Young, B. Com CMA, B. Com (Business Process Management) integrated with TCS
- Skill Development courses (Communication skills, Soft skills MS Excel , Advanced Excel , Tally and Power BI).

**Industry – academia interface:**

- Internship as part of curriculum – 1 month internship for students of BBA, B. Com and M.Com; 3-month internship at Tata Consultancy Service for one semester B. Com (A & F).
- Industrial visits, guest lectures by industry experts.
- Training for teaching faculty - 1 month industry training programme on International Taxation and Technology on US taxation at Ernst & Young Global Limited, training in Business Process Management subjects at Tata Consultancy Services.

**Arts and Languages**

Faculty of arts and humanities are intensively thriving to achieve in escalating our students towards bridging the gender gap in societal norms. Department of Journalism is a regular feeder for providing excellent students to print and visual media since 2016. Faculty at departments of political science and history impart the sense of belonging and responsibilities of a citizen through their regular visits to live parliamentary sessions, Villages to demonstrate the working of panchayaths and heritage sites and monuments.

**Other few modalities are****Student development activities –**

- Career guidance and coaching for UPSC and KPSC
- Student forums – Historia, Socialista. Querentia, Mediatik
- Workshops by students on alternate therapies
- Student Association election using EVMs

**Experiential learning:**

- Internship and industrial / NGO / Media house visit
- Guest lectures by experts
- Research projects – Tribes of Karnataka, Consumer Psychology
- Visit to Vidhana Soudha during assembly session
- Interaction with village panchayat members and village administrators
- Preparation and editing of documentaries – Breast cancer awareness, Founder Day celebration, theme based and mLAC documentary
- Photo magazine
- Numismatics exhibition

#### Programs – towards becoming a responsible citizen

- Street play on Swachh Bharat
- Mental health awareness street play during mental health week
- Talk by a student of Psychology on LGBTQ rights during Pride month
- Celebration of Constitution Day, Governance Day, Ambedkar Jayanthi and Gandhi Jayanthi

#### FOOTPRINTS OF Multidisciplinary EDUCATION:

Remarkable strides have been made at mLAC in promotion of holistic education among women students by creating a conducive environment towards closing the gender gap.

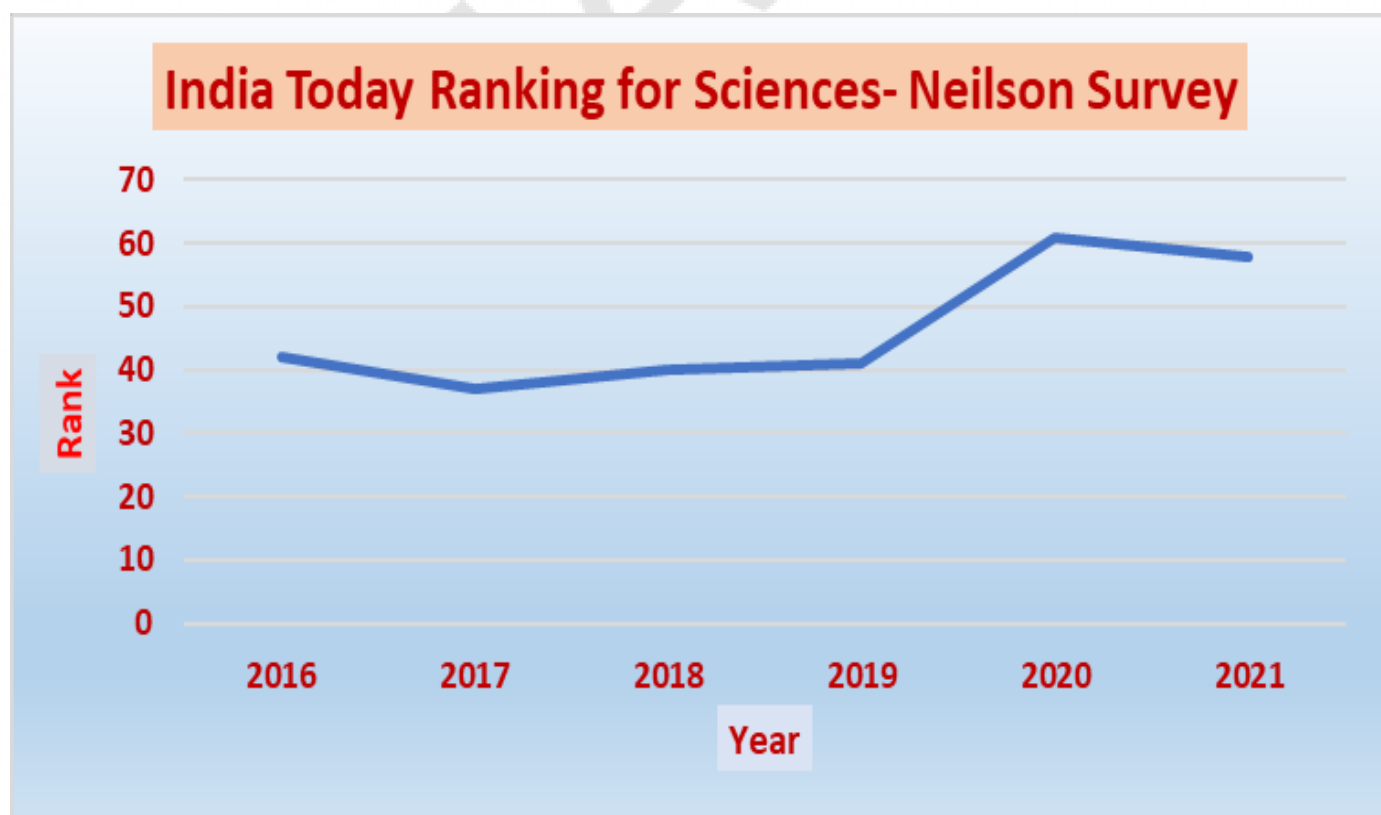
- Ranked among Best Colleges in India – Nielsen Survey – India Today
- Marching towards becoming a nodal centre for “Star program”
- Open Science Day – an outreach activity to motivate school students to aspire for science education
- SAMAGATHA” - Science forum at mLAC has provided exposure for students to interact with eminent scientists and research fraternity from across the country
- A historic event - **Bharat Ratna Dr.C.N.R. Rao delivered a lecture** in commemoration of the 150th year of invention of periodic table. A 2-day lecture series on Mendeleev’s Groups and Periods was organized titled, Nature to Nurture in 2019 by SAMAGATHA.
- UGC- funded minor research projects by the faculty of Commerce and Humanities



**Bharat Ratna Prof. C.N.R Rao addressing mLAC'ites" in commemoration of 150th year of invention of Periodic Table.**



Eminent stalwarts in the field of Science- **Late Prof. Padma Vibhushan Roddam Narasimha**, Chairman, mLAC with **Bharat Ratna Prof. C.N.R Rao**



**Students' forums:**

- Samagatha-Life Sciences association Organizing various conferences and intercollegiate events, funded by CTEP, IAS academies and DBT since 2016.
- Bio-enigma, PG life Sciences students Association enriching the knowledge on current advances in research and development through seminars, conferences and theme based intercollegiate fests
- Akanksha Students Association (B. Com) - release of magazine 'Communique', movie making on community service activities
- Samvit Students Association (M. Com) – release of compendium of research articles
- Kshitij Management Forum (BBA) – Inter-collegiate Swami Vivekananda Jayanthi
- Ereky's Envoy- Biotechnology students forum organizes activities for “ Knowledge dissemination through science education”

**INSPIRE TO ASPIRE THROUGH EDUCATION:**

In the last five decades the college has crossed many milestones towards achieving excellence in providing education among women students. An indicative parameter for this is our faculty across all the programs are resource persons addressing students and faculty of other institutions regionally and at state level. The focus has been to enhance the intellectual capabilities, develop a scientific temper and the right attitude and equip the learners with the appropriate skills to apply their knowledge towards the interests of the society and nation at large. Most importantly, the distinctiveness of this practice lies in the fact that women students are provided opportunities in a robust ecosystem, for developing self-confidence to pursue rewarding careers in the field of science and technology and mLAC has witnessed this phenomenal progress in education since many of our students are researchers at various foreign universities, placed in the visual and print media and many are successful entrepreneurs.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Autonomous status - Establishment of processes

- The college being awarded autonomous status in 2016, is in the first phase (block of 5 years) of implementation with three UG and four PG batches having graduated successfully.
- This first phase was marked by focus on curriculum development, innovative teaching pedagogies, research & publication, student progression, faculty enrichment and developing a structured feedback system.
- For the smooth and efficient functioning of the college under the autonomous status, restructuring of the organogram has been undertaken through creation of additional positions like Administrative Officer, Controller of Examination, Academic Coordinator and Finance Officer.
- In order to ensure good governance and for complying with requirements mandated for autonomous institutions, the leadership has formulated policies to streamline academic and administrative processes.

#### COVID 19 lockdown phase – Measures adopted

- The teaching faculty adapted swiftly to the challenges faced due to the lockdown imposed by moving the teaching – learning and evaluation process to the online mode without any loss of working days.
- The leadership enabled training in online teaching pedagogies and upgraded the ICT infrastructure to support the efforts of the teaching faculty.
- The students were facilitated to adapt to changes in their learning and evaluation process through establishment of formal and informal communication systems. The Principal and Heads of Departments formed WhatsApp groups of students to keep in constant touch with them to understand their concerns and address issues, if any. mLAC COVID awareness team was also formed to assist student and staff facing COVID issues.
- In order to prevent drop-out among students with financial constraints caused by loss of income of the parents, the college offered concessions and fee waivers.
- The college also ensured emotional well-being of students and staff by providing counselling services and organizing online awareness programs by medical professionals on COVID caution and care during the lockdown period.
- The college reached out to the local community by enabling four vaccination drives by the local municipality (BBMP) in the campus during this period.
- Under the "ARIVU" a multidisciplinary forum awareness and counselling for covid- care and measures were conducted which benefitted all the stakeholders.

### Concluding Remarks :

**Maharani Lakshmi Ammanni College for Women (mLAC)** established in the year **1972**, is presently in its fifth decade of functioning and first phase of autonomous status, catering to women students from diverse backgrounds. The college is a multidisciplinary institution, offering programs at the UG and PG levels, with Research centers – **Kannada and Biotechnology** – recognized by Bangalore University. The college has been offering a doctoral program in Kannada since **2016**.

The phase between the third and the fourth cycle of accreditation saw the college crossing important milestones which include:

- Implementation of autonomous status in **2016-17**
- Recognition of **Physical Sciences for Star Scheme** by DBT, GoI in 2016
- Approval for release of **CPE Phase II grants** in 2014 by UGC Advisory Committee
- Participation in **NIRF** initiated in the year 2019
- **Consistent ranking in Top 100 colleges** – All India and **Top 10 colleges** – Bangalore city by **India Today** and **Top 100 – All India and Top 10 – Karnataka State** by **Education World**.
- **World Scientist and University Rankings 2021 – AD Scientific Index:** Faculty members of Life Sciences - **Dr. Sushil Kumar Middha (Rank 7300), (Dr.) Usha T (Rank 9700) and Dr. Jolitha A B (Rank 28200)**
- Collaboration with National Institutes of repute:
  - Indian Academy of Sciences
  - Indian National Science Academy, New Delhi
  - The National Academy of Sciences, India Allahabad
  - Indian Institute of Remote Sensing – ISRO, Department of Space, Govt. of India.
  - Divecha Centre for Climate Change, Indian Institute of Science

The college has embarked on an **Outcome Based Education (OBE)** system to provide meaningful learning experiences for developing skills and enhancing knowledge of learners in accordance with NEP guidelines. It is envisaged to enable the college to measure learning outcomes and develop new capabilities in students to prepare them for standing out with their global counterparts.

**The Strategic Plan 2021 – 2030**, guided by the vision ‘**Empowering Women through Education for Character Formation**’, is envisaged to pave the way for the college to reach greater heights while successfully meeting the changing demands of higher education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>419</td><td>425</td><td>422</td><td>266</td><td>132</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>128</td><td>135</td><td>156</td><td>134</td><td>132</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	419	425	422	266	132	2020-21	2019-20	2018-19	2017-18	2016-17	128	135	156	134	132
2020-21	2019-20	2018-19	2017-18	2016-17																	
419	425	422	266	132																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
128	135	156	134	132																	
5.1.1	<p><b>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</b></p> <p><b>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>845</td><td>1024</td><td>985</td><td>909</td><td>700</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>904</td><td>1099</td><td>996</td><td>961</td><td>743</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	845	1024	985	909	700	2020-21	2019-20	2018-19	2017-18	2016-17	904	1099	996	961	743
2020-21	2019-20	2018-19	2017-18	2016-17																	
845	1024	985	909	700																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
904	1099	996	961	743																	
5.3.3	<p><b>Average number of sports and cultural events / competitions organised by the institution per year</b></p> <p><b>5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>45</td><td>24</td><td>18</td><td>22</td><td>18</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	45	24	18	22	18										
2020-21	2019-20	2018-19	2017-18	2016-17																	
45	24	18	22	18																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44	23	17	21	17

6.5.3

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Answer before DVV Verification : All of the above

Answer After DVV Verification: 3 of the above

Remark : As per the data provided by the HEI

**2.Extended Profile Deviations****Extended Profile Deviations**

No Deviations