



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**PADMASHREE INSTITUTE OF MANAGEMENT AND
SCIENCES**

NO 149, PADMASHREE CAMPUS, KOMMAGHATTA, SULIKERE , KENGERI
560060

www.pims.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Padmashree Institute of Management and Sciences (PIMS) is affiliated to Bangalore university, located at Kommaghatta, Kengeri, Bangalore, Karnataka. The Organization has been functioning since the year 2000 steadily to offer quality education, to inculcate scientific temper and ethical values among its students. The Institution is approved by Government of Karnataka and recognized by UGC under sections 2(f) and 12B and AICTE.

With able governance and leadership and within the value framework, the college has achieved a ranking among the top 20 biotech schools in India and secured a prestigious Biotechnology Finishing School project supported by Department of IT, BT, S&T, Government of Karnataka and Department of Biotechnology, New Delhi. In continuation, the institution achieved laurel and selected as the one of the host institutes for Biotechnology Skill Enhancement Program (BiSEP), a flag ship scheme of Government of Karnataka and Government of India. The institute has been recognized by UGC as Deen Dayal Upadhyay KAUSHAL Kendra (Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood) for promoting vocational education B.Voc and M.Voc), for introducing community colleges, realizing the importance and the necessity for developing skills among students, and creating work ready manpower. In this regard, the institution has accreditations from Life Science Sector Skill Development Council (LSSSDC) and Food Sector Skill Council (FSSC). Institution with a strong ecosystem for research and innovation has a recognized research centre from Bangalore University. After accrediting with NAAC in the year 2016, college is striding towards second cycle by complying to the recommendations of the peer team. Institution regularly participates in AISHE (All India Survey on Higher Education) and, AICTE (All India Council for Technical Education) and successfully registered for NIRF (National Institutional Ranking Framework). The Institution believes in a value-based education system with emphasis on self-sustenance and overall personality development, which is emphasized in its vision and mission.

Vision

Institution Logo:

Blue lotus is symbolism of education and the pursuit of knowledge.

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"I am dedicated to the worship of the divine goddess Saraswati, who holds the blue lotus of knowledge and learning."

This shloka expresses the devotion to Saraswati, who is considered the goddess of knowledge, wisdom, and learning in Hindu mythology. The blue lotus, symbolizing education and knowledge, is offered to her as a symbol of respect and reverence. This is a representation of the seeker's desire for knowledge and enlightenment, and the devotion to the goddess of learning is seen to attain these aspirations.

Lotus of the logo signifies:

Lotus is a powerful and revered symbol of learning, education, and intellectual growth. The lotus flower's ability to rise above the mud and bloom beautifully is seen as a metaphor for the journey of the mind and soul towards greater understanding and enlightenment.

Blue colour of the logo signifies:

In the context of education, blue is associated with knowledge, wisdom, intelligence, truth, and learning. It is a color that is often used to create a calming and focused atmosphere, making it a popular choice for classrooms, and learning environments. Blue is also seen as a symbol of trust, reliability, and stability, which are all important qualities for students and educators. The blue colour is also associated with the sky, which represents the vastness of knowledge and the limitless potential for learning and exploration. It is a colour that inspires creativity, curiosity, and a desire to expand one's horizons. In some cultures, blue is also associated with higher education and academic achievement, making it a colour that is highly valued and respected in the field of education. The blue petals of the lotus symbolize both the sky and the sea associated with open spaces, depth, freedom, imagination, confidence, inspiration, and stability.

We want the education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

Mission

- Foster intellectual growth and character development.
- Inculcate the idea of lifetime learning process.
- Provide education that transform lives, build communities that improve society.
- Assert skill development leading to self-sustainability.
- Develop scientific temper amongst faculty and students.
- Develop leadership qualities that enhance collaborative approach, professional relationships with industry and research organisations.

Core Values

- Contributing to societal development
- Promoting teamwork and inculcating values
- Holistic development of students
- Pursuit of academic excellence

Objectives:

- To provide equal opportunities of Higher Education to the young knowledge seekers.
- To empower the students in gaining leadership qualities and skill implementation for sustainable growth and development.
- To sensitize the students for the inculcation of moral and ethical values towards the society.
- To provide guidance and support for the all-round personality development of the students.
- To improve the employability quotient and equipping the students with essential skills to succeed in life.
- To help the students accomplish their career opportunities.

The governance and leadership of the institute is remarkable, ensuring the freedom, inculcating the flawless culture, igniting the research spirit. More than two decades of academic excellence brought many accolades both in higher education and research. Students are provided with a unique amalgamated experience of skill training and job orientation. Focus on health and wellness, environmental awareness, community outreach, add-on courses, personality development certainly resulted in holistic development. The strategic move of starting unique job oriented programs and pioneering efforts made the institute a torch bearer in the field of food and nutraceuticals. Now the march is towards igniting entrepreneurship development, hence created infrastructure for startups. Many education and industry partisans are on board and joined hands to build quality education centre.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sprawling 35 acres wi-fi enabled campus with state of art infrastructure.
- Visionary leadership and strong determination.
- Compliance with all statutory regulatory requirements of AICTE and UGC
- Recognized by UGC under sections 2(f) and 12 (b), enabled to secure grants
- Conducive atmosphere to ignite creativity in teaching and learning
- Committed team with a common goal of achieving centre for excellence
- State of art labs established, with the support of Government of Karnataka, DST FIST, New Delhi, KFIST level II, Government of Karnataka.
- Risk taking ability of the management to start with diverse programs under DDU KAUSHAL KENDRA, recognized by UGC, New Delhi.
- Accreditations by Life Science Sector Skill Development Council (LSSSDC) and Food Sector Skill Council oriented B.Voc and M.Voc programs to aligned with the National Skill Qualification Framework of National Skill Development Council.
- Suitable ecosystem for research and development, supported by grants and funds
- Digital library UGC Inlibnet & Delnet facility
- Exposure to seminars, workshops, student Research Projects, live industry and Govt. sponsored research projects.
- Publications by students and faculty and 100% internship & placement assistance

- Scholarships for meritorious students and Job oriented add on courses
- Institutional and industrial mentorship
- Approachable management for introducing new schemes and innovative programs
- No commercial attitude, supporting downtrodden and economically backward students
- Social commitment and responsibility enabled to initiate societal outreach programs
- Consistent strategies for overall and continuous quality improvement of the Institution.
- Enforcement of discipline and decentralization
- Commitment to provide affordable and quality education to all.
- Plethora of opportunities for curricular, co-curricular, and extracurricular activities for student empowerment.
- Training sessions in collaboration with industry experts for their skill upgradation.
- Dedicated, competent, talented, and research-oriented teaching faculty.
- Use of updated pedagogy with supportive IT for uninterrupted teaching and learning.
- Committed and supportive non-teaching staff.
- Strong social commitments of the college authorities, students, and Alumni.
- Separate and secured hostels for Girls and Boys within the campus.

Excellent academic performance evidenced with many university ranks.

Institutional Weakness

- Lack of autonomous status resulting in less scope for academic flexibility in terms of improving the curriculum.
- Simultaneous and overlapping academic schedules of UG and PG programs.
- No possibility of vacation for teachers due to back-to-back academic schedules.
- Attrition of teachers in food sector due to better prospects in industry.
- Due to dependency on Bangalore University, lesser admissions in management quota.
- Admissions in certain programs affected due to delayed commencement of programs.
- Lack of hierarchy in certain areas
- Due to hectic academic schedules, examinations, evaluations lack of time to focus on research.
- Locational disadvantage for commutation to local students.
- Slow pace of certain segments of staff for digital transformation.
- Resistance for quick adaptation of certain segments of staff for growing needs

Lesser number of resident staff in hostels.

Institutional Opportunity

- NEP and choice-based credit system create opportunity for holistic development.
- Opportunity to raise as centre for excellence and attaining autonomous status.
- Burgeoning demand for skilled manpower.
- Growing manufacturing opportunities in food, pharma, and allied sectors
- Future demand for higher education.
- Fast growing residential locality.
- Government support for research in life sciences and allied health sciences.
- Increasing awareness among the public regarding job-oriented programs

- Economic growth and expanding industries in food and nutraceuticals.
- Networking opportunities with industries, institutions, and incubators.
- Encourage faculty and students in research activities to develop a research culture.
- Overseas university collaborative opportunities for training and research activities.

Bengaluru being start up capital of India, provide entrepreneurship opportunities.

Institutional Challenge

- Retention of qualified, efficient, and experienced faculty.
- Integrating skill development programs in regular schedules as an affiliated college.
- Management of student admissions with irregular pattern of program commencement.
- Lack of sustainable micro and macro planning due to less organised system
- Time constraints to offer additional courses in addition to the regular curriculum.
- Competition from similar institutions and similar programs offered under engineering stream.
- Most of the programs offered are under lifescience streams and industries are reluctant for campus placement drives, preferring students to attend interviews in the industry.

Low initial packages for certain programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Padmashree Institute of Management and Sciences, affiliated to Bangalore University follows curricula, syllabi, and academic calendar of the university. Faculty being part of Board of Studies (BOS), Board of Examinations (BOE), subject expert committees of Bangalore University and Karnataka State Curriculum enabled the institution to contribute to the curriculum design. Institution strengthens the teaching-learning process by ICT enabled program plans, course plans, lesson plans and CO, PO attainments. To improve students' performance, bridge courses, remedial classes were effectively conducted. Effective course delivery is ensured through participative and experiential learning practices like peer learning, group discussions, extension activities, guest lectures, field visits, case studies, team projects, industrial visit reports, surveys, quizzes, fests, and product exhibitions. A seamless online program delivery, webinars, virtual industry visits were ensured during pandemic. The Examination Cell implements and monitors Continuous Internal Assessment (CIA). The IQAC endeavors and ensure compliance of recommendations given by the boards for the quality enhancement. More than 80% students successfully completed the value-added programs. The institution integrates, human values, ethics, morals, environmental issues into the curricular and co-curricular activities. Besides this, cross-cutting issues are further strengthened through events organized by IQAC, Eco Club, Women Welfare and Development Cell and most of these themes were integrated by the university in curriculum. Professional ethics is inculcated by espousing series of events on, plagiarism, copyright, IPR and data theft. The Institutional gender equity policy and gender audit is in place and implemented effectively has been clearly defined.

Teaching-learning and Evaluation

The motto of the Institution is to empower young minds with quality education. PIMS get students across the

country and embrace international candidates and provide equal opportunity to all the categories of students. Student enrollment consistently increased from the past five years and scholarship policy is implemented to encourage downtrodden students. With our diversified, job-oriented programs students get holistic learning experiences. PIMS facilitates student-centered teaching and learning. Students are encouraged to learn through MOOCs from SWAYAM, NPTEL, Coursera courses, and peer interaction. ICT-integrated pedagogy fosters innovation and creativity. Students are empowered by integrating participatory learning into the curricular and co-curricular activities through fests, exhibitions, capacity-building programs, boot camps, seminars, conferences, workshops, model making, etc. On job training, field survey, internships, extension activities, outreach programs project/industry internships and educational tours all ensure experiential learning, and this is facilitated by the collaborating institutes and industries. A structured recruitment process is adopted to hire NET/SLET/KSET qualified, industry experienced faculty members to fill the sanctioned posts and healthy student teacher ratio is being maintained.

Padmashree Institute of Management and Sciences lays emphasis on outcome-based education. The CO/PSO/PO attainment is measured through direct methods like - internal assessment, lab mock test, assignments, seminars, projects, viva voce, and end semester examination and indirect methods such as student satisfaction survey, job placement rate, result analysis, and feed backs. Successful learning outcome is evident through our student academic performance by securing many university ranks and gold medals during the past five years.

Research, Innovations and Extension

Padmashree Institute of Management and Sciences has an excellent research ecosystem with suitable infrastructure and state of art laboratories. The Institution has fostered an atmosphere that is favourable for research and innovation by recruiting and training qualified personnel, assuming leadership in knowledge generation and dissemination.

Research activities are implemented and monitored by research cell (RC) and research advisory committee plays a key role in improving research facilities, securing funds, grants, facilitating publishing, patenting, networking, and MOUs. Institution secured grants from, DST, New Delhi, NMPB, New Delhi, VGST, GOK, KITS, GOK, KSTA, GOK and industries. Students are also successful in securing small grants for research projects. Institution provides seed fund for research and publications.

The institution often organizes conferences and workshops on research methodology, intellectual property rights, and entrepreneurship. Faculty and students are supported for publishing papers. The success of research and innovation are demonstrated by granted patents, Journal papers, book chapters, and media articles by students and faculty.

Student sensitization for social, cultural, health, hygiene, environmental issues, and their involvement in reaching out the community is one of the institution goals. NSS and other club volunteers reach out to the neighbouring villages for community outreach. Our social commitment is evidenced by rallies, walkathons, street plays and programs are issues like health and hygiene, gender sensitivity, women empowerment, self-employment, and entrepreneurship etc and some of them are supported by Series of extension programs were organized under DST, New Delhi funded project jointly to the institution and Rishi Foundation under SEED program.

Infrastructure and Learning Resources

The campus is spread over 34 acres of serene atmosphere and ensures adequate facilities for teaching, and learning. The infrastructural facilities are according to UGC, AICTE norms and endeavours to create a conducive academic ambience. The floor space, furniture, equipment, support system, ICT facilities, classroom, laboratory, library, recreation area and reading rooms meet the statutory requirements.

The institution lays strong emphasis on providing the best infrastructure for educational activities with well-equipped lecture halls, state of art laboratories, and spacious seminar halls equipped with LCD projectors, and WiFi access. Laptops/Desktop computers, printers, and Internet are available for staff. The institution recognizes the importance of co-curricular and extracurricular and offers infrastructure facilities - a spacious function hall accommodating more than 500 students, a well-equipped gymnasium, and a fitness facility along with indoor and outdoor sports facilities. The campus is covered with CCTV cameras to ensure safety and security. On-campus accommodation is available for faculty, staff, and both male and female students.

Padmashree Institute of Management and Sciences has two libraries with 120 seating capacities. The library is managed by “Koha library management software” and Developing Library Network (DELNET). The e-resource access section of the library has dedicated computers connected to high-speed internet and a wi-fi facility. The library provides access to the various online databases and e-resources of JSTOR, N-LIST, and DELNET facilities. Learners can access 2,00,000 e-books, and more than 6000 full-text e-journals through INFLIBNET-NLIST, JSTOR, and DELNET. The book bank facility is extended to economically backward and reserved category students.

Student Support and Progression

Padmashree Institute of Management and Sciences ensure students growth and development through established systems for mentorship, student progression, and student support services, strengthened by strong faculty leadership and widespread institutional engagement. By providing scholarships/financial aid/free ships, the institution has been meeting the needs and requirements of students from many social groups. The faculty assist students in availing of government and private scholarships offered under various schemes. In addition to this, endowment fellowships and freeships instituted by the management are also disbursed to the deserving students.

PIMS offers several skill enhancement initiatives on soft skills, language and communication skills, life skills, ICT/computing skills, as well as preparation for competitive exams. Training and placement cell promotes and prepares students for better job prospects.

The grievance redressal cell, anti-ragging cell, and internal complaints committee handle and resolve grievances amicably. The SC/ST cell, the OBC/Minority cell, and the equal opportunity cell help students with admission, scholarships, and other opportunities. The institution has well-defined process for resolving gender and sexual harassment issues. The students actively participate and support various cells and councils. The student community come together and organize a variety of sporting and cultural activities and events, developing leadership abilities and fostering their holistic development. Students are encouraged to assume various leadership positions and participate in clubs and cells.

The Institution has a registered alumni association that is active and involved in planning, promoting, and taking part in the Institute's activities. Alma matter support the student community through - intellectual,

training, and financial support.

Governance, Leadership and Management

Padmashree Institute of Management and Sciences works with the mission to develop learning spirit of students asserting skill development leading to self-sustainability through collaborative approach, and professional relationships with industry and research organizations.

The mission of igniting the learning spirit of students is supported by asserting skill development leading to self-sustainability. Institute's goal to develop scientific temper amongst faculty and students is well nurtured by defining research and innovation policy, enhancing collaborative approach, and professional relationships with industry and research organizations.

The Institution promotes the use of participatory management practices. Decentralized participatory management gains credibility since all stakeholders participate in institutional decision-making which is visible at every level. Successful implementation of quality policies at the institutional level and the organization of significant cultural and sporting events are illustrations of decentralized administration and participative management.

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. IQAC designs and deploys strategies and dynamically augments quality in academics, administration, and research. Major IQAC initiatives, are to inculcate quality culture in all its stake holders.

The institution is governed by various bodies, such as governing council, board of management, academic advisory, and scientific advisory council. HR policy, admission policy, academic policy was redefined, drafted, and deployed. E-governance policy is designed and progressively implemented. Students, teachers, and staff were trained for effective digital transformation. ICT is used for administrative and academic procedures. Tally and other software are used in finance and accounts. Library is supported with KOHA software.

Institutional Values and Best Practices

To shape the character of the young generation and educate them to be responsible citizens, we integrate ethics and morals into cocurricular activities. The institution celebrates national,

international days and commemorates national personalities. Cultural and ethnic diversity is promoted by organising events and festivals of respective regions. By doing this, the Institution encourages diversity, harmony among communities, and inclusivity among its staff and students. Diverse facilities are available to Divyangjans, including ramps, wheelchairs, washrooms, and a cell to address issues. Mental health being top priority, institution organizes, awareness programs to students and staff.

The Institution is committed to work towards minimising the waste of natural resources. Degradable and non-degradable waste are managed effectively. Initiatives to conserve and save energy are in use. Water conservation being the main agenda, facilities for collecting rainwater and recharging borewells are established. Usage of electric vehicles, carpooling, conserving the ecosystem inside the campus are encouraged. Every year, a green audit is conducted, and in addition environmental promotion initiatives are encouraged in and around the campus.

“Research and innovation” and “addressing societal grand challenges” are the two best practices successfully implemented by the Institution. The Institution believes that promoting a passion for science on the campus and the wider community is one approach to serving society. This has been the overarching theme emphasizing how distinctive the Institution's priorities and goals are.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PADMASHREE INSTITUTE OF MANAGEMENT AND SCIENCES
Address	No 149, Padmashree Campus, Kommaghatta, Sulikere , Kengeri
City	Bengaluru
State	Karnataka
Pin	560060
Website	www.pims.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anuradha M	080-28485204	9902863900	-	pimsprincipal@gmail.com
IQAC / CIQA coordinator	Umalatha	080-28485205	9448686274	-	umaharish1976@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-01-2010	View Document
12B of UGC	08-12-2010	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No 149, Padmashree Campus, Kommaghatta, Sulikere , Kengeri	Urban	34	33161

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	BSc,Biochemistry	36	PUC	English	105	19
UG	BSc,Genetics	36	PUC	English	30	2
UG	BSc,Biotechnology	36	PUC	English	105	15
UG	BSc,Microbiology	36	PUC	English	30	10
UG	BSc,Computer Science	36	PUC	English	45	12
UG	BSc,Nutrition And Dietetics	36	PUC	English	45	4
UG	BSc,Chemistry	36	PUC	English	45	0
UG	BSc,Zoology	36	PUC	English	45	2
UG	BSc,Clinical Nutrition And Dietetics	36	PUC	English	60	13
UG	BSc,Food Science And Nutrition	36	PUC	English	40	6
UG	BSc,Food Technology	36	PUC	English	40	13
UG	BSc,Environmental Science	36	PUC	English	30	0
UG	BSc,Psychology	36	PUC	English	60	5
UG	BSc,Statistics	36	PUC	English	60	0
UG	BCom,Tourism	36	PUC	English	40	0

	sm And Travel Management					
UG	BBA,Aviation Management	36	PUC	English	30	0
UG	BVoc,Food Processing And Nutraceuticals	36	PUC	English	50	4
UG	BVoc,Medic al Lab Technology	24	DIPLOMA	English	50	7
UG	BVoc,Food Technology And Quality Management	36	PUC	English	50	4
UG	BVoc,Medic al Biotechnol ogy	36	PUC	English	50	0
UG	BCom,Com merce	36	PUC	English	60	33
UG	BBA,Busine ss Administr ation	36	PUC	English	60	21
UG	BCA,Compu ter Application	36	PUC	English	50	19
PG	MSc,Bioche mistry	24	DEGREE	English	30	17
PG	MSc,Biotech nology	24	DEGREE	English	30	28
PG	MSc,Microbi ology	24	DEGREE	English	50	45
PG	MSc,Clinical Nutrition And Dietetics	24	DEGREE	English	60	36

PG	MSc,Food Technology	24	DEGREE	English	30	21
PG	MVoc,Food Processing And Nutraceuticals	24	DEGREE	English	30	4
PG	MVoc,Medical Lab Technology	24	DEGREE	English	30	0
PG	MVoc,Food Technology And Quality Management	24	DEGREE	English	50	21
PG	MVoc,Medical Biotechnology	24	DEGREE	English	30	6
PG	MSc,Applied Genetics	24	DEGREE	English	30	0
PG	MCom,Commerce	24	DEGREE	English	50	49
PG	MBA,Business Administration	24	DEGREE	English	120	120
PG	MSc,Food And Nutrition	24	DEGREE	English	50	22
PG Diploma recognised by statutory authority including university	PG Diploma, Biotech Finishing School	12	DEGREE	English	25	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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				9				40			
Recruited	3	3	0	6	4	5	0	9	6	34	0	40
Yet to Recruit	0				0				0			

Non-Teaching 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						23
Recruited	11		12		0	23
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				5
Recruited	1	4	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	1	0	0	0	0	0	0	0	1
Ph.D.	3	2	0	4	5	0	2	10	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	24	0	28
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	1
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		Total
	5		8		13

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	60	19	0	1	80
	Female	61	19	0	0	80
	Others	0	0	0	0	0
PG	Male	127	25	0	0	152
	Female	206	73	0	1	280
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	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					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	13	11	17
	Female	20	20	20	22
	Others	0	0	0	0
ST	Male	0	2	4	1
	Female	5	3	4	8
	Others	0	0	0	0
OBC	Male	65	52	62	95
	Female	63	90	99	163
	Others	0	0	0	0
General	Male	66	67	71	46
	Female	105	123	117	110
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		334	370	388	462

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Padmashree Institute of Management and Sciences is committed to holistic development and provide ample opportunities to transform into multidisciplinary institution. Institution is offering courses in applied sciences, management, and commerce. Right from the inception, institution is offering programs with interdisciplinary approach. There are unique programs offered under DDU KAUSHAL Kendra, which are job oriented with multidisciplinary skills. Institution is disseminated preparedness for implementing NEP-2020 to all the stakeholders by organizing series of workshops, webinars, and seminars. Internal task force constituted with respect to this derived an action plan
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and seamless orientation towards NEP-2020 implementation. Action plans include coordinating curriculum design for institution specific programs, where institution members are chairpersons and members of NEP state curriculum and BOS, seeking approvals from respective statutory bodies such as, faculty of science, academic council, government of Karnataka, sensitizing teachers and orienting students. During the implementation of NEP, institution organized several orientation programs to students, teachers, and parents regarding choice-based credit system and opportunities to choose courses from different cross disciplines such as psychology, statistics, commerce, nutrition, zoology, chemistry etc. The curriculum framework of NEP itself has integrated courses from humanities such as ethics, Indian constitution, and science courses like digital fluency, and artificial intelligence. Institution offers open electives from humanities to science students and science courses to other disciplines. To deploy this effectively institution invites domain experts and provide required infrastructure including e-resources Institution designed and deployed value-added courses and incorporated extension programs, projects, and internships into the curricula. Principal and staff members being part of the NEP state curriculum committee, and BOS of Bangalore University, for selected programs ensured the integration of compulsory projects, community service activities during their study. In NEP environmental study is compulsory course for all the UG students. Apart from this institution offers environmental education Institution introduced multi entry and exit options well in 2016 in B.Voc and M.Voc programs and the same is implemented in other programs under the NEP framework. The curriculum of B.Voc and M.Voc has been designed by the institution with a flexible curriculum and enabled multiple exit and entry options. The curriculum is vetted by the industry experts, approved by UGC, BOS, faculty of science, academic council and adopted by the institution. The rigor of learning is maintained by introducing projects, on job trainings and internships during the semester breaks. Research cell encourages student teams to apply for student research project grants addressing societal challenges and majority of the students secured these projects from Department of science and technology,

	<p>government of Karnataka. Students are made to present their research work and products in international, national, and regional summits and exhibitions. Institution organizes open day for +2/PUC students and sensitize them about NEP 2020. An exhibition and interaction with industry experts, academicians, peers, and senior students was organized regarding multidisciplinary and interdisciplinary approaches in NEP.</p>
2. Academic bank of credits (ABC):	<p>Series of national level seminars and workshops on NEP were organized by the institution, to sensitize the stake holders about academic bank of credits. Students are sensitized about the academic bank of credits during orientation program. The institution implements the same as per UGC guidelines and regulations of Bangalore University and permit the students to avail the benefits of multi entry and exit options. Institution has signed MOUs with Oklahoma state university, USA, Alvernia University, USA for joint degree options and enabling credit transfer. Faculties are encouraged to design their program plan, innovative pedagogical practices within the approved framework. Two of our language faculty members are involved in textbook preparation and published English and Hindi textbooks as per NEP Curriculum.</p>
3. Skill development:	<p>Institution is selected by UGC as DDU KAUSHAL Kendra and recognized UG and PG vocational programs in Food processing and nutraceuticals, medical lab technology, Food technology and quality management and medical biotechnology. The curriculum is in alignment with NSQF, and institution is accredited to Life Science Sector Skill council and Food Sector Skill Council for various job roles. Students other than B.Voc and M.Voc are also trained for this job roles and many students cleared the assessments done by the sector skill councils, certified for the specific job roles and secured jobs. This vocational education training is offered during the semester breaks and integrated into the mainstream education. Institution is also focused on value-based education and organizes seminars, webinars and workshops on human rights, ethics, plagiarism, Indian constitution, life skills, yoga and mental wellness. Institution is accredited to LSSSDC and FSSC of NSDC for job roles. B.Voc and M.Voc programs are aligned with NSQF of NSDC. Other</p>

	<p>students are also enrolled in these courses and training is conducted by involving industry experts during vacation. Students take up assessments conducted by LSSSDC and FSSC and secured certificates. Add on skill training programs in association with industries like Merck Pvt. Ltd., Biocon academy were conducted to impart industry related skills. Institution prefers industry experience during appointments and sign agreements with industries for skill development. collaborative industries send experts, offer job training and industry internships to students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Institution follows the regulations of affiliating university and NEP 2020. In these languages are offered as ability enhancement compulsory courses and in which institution offers many Indian languages viz., Kannada, Telugu, Hindi, Tamil, Malayalam, Sanskrit etc. For promoting regional language, Kasturi Kannada, Naadu nudi utsava has been organized. Various competitions in Kannada, Hindi and English were organized and students were encouraged by awarding prizes. NEP curricular framework integrates and prescribed a course on Indian culture and diversity. The mission and spirit of NEP with respect to culture and diversity is practiced in the institute by organizing ethnic day and all the students representing different parts of the country will come in their attire and explain the importance of the same. Students speak in their mother tongue and also celebrate various festivals like Onam, Ganesh Chaturthi, Navaratri, Christmas, Kannada Rajyothsava. The language of teaching is in English; however, teachers explain in Kannada, Hindi and Malayalam for students who find difficulty in grasping. Language labs provide an opportunity to enhance their communication skills.</p>
5. Focus on Outcome based education (OBE):	<p>Institution organized workshops and seminars enlightened teachers about outcome-based education and best teaching practices to achieve the same. Teachers are trained to design and deploy courses by using LMS, where program outcomes and course outcomes need to be derived. Teachers are also trained to calculate CO, PO attainment based on assessments, continuous evaluation, result analysis.</p>
6. Distance education/online education:	<p>Students opting to pursue LSSSDC, FSSC job role aligned courses will be given an option for blended</p>

mode. Expert talks are delivered both online and offline mode and practical sessions are conducted offline. During the COVID - 19 pandemic, many lectures were delivered online and assessment of LSSSDC was also conducted online. Virtual industry visits were organized, and students were given an opportunity to learn through webinars. Post pandemic seminars are organized in blended mode and the expert lectures were live streamed and links were given for watching online. Students can access the institutional digital library and teachers educate them about the facilities available in digital library.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Padmashree Institute of Management and Sciences, has set up Electoral Literacy Club as per the directions of Election commission of India. In this regard, DC, BBMP, Revenue Inspector and office bearers visited the institute to sensitize about the ELC.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC constituted has student coordinator and faculty coordinator. The club is functional and active. The composition of the ELC is as follows S. No. Name Designation Designation 1 Dr Anuradha M, Principal, Chairperson 2 Dr Thammaiah R B, Vice-Principal, Co-ordinator 3 Mr. Karthik P , Faculty Co-ordinator 4 Mr Sonarkar Kaustubh Vilas, Student Member 5 Mr Charan, Student Member 6 Ms. Mugdha Hegde, Student Member 7. Mr. Jonathan Henry Robin Kumar, Student Member After the visit by the DC, BBMP and Revenue Inspector, the student data pertaining to the voter registration is compiled and sent to them in the format provided. The members and coordinators are assigned to undertake sensitization programs about voter registrations.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>ELC at Padmashree Institute of Management and Sciences is very active and organized many programs to sensitize the voters. Along with NSS, club members visited nearby villages and organized awareness campaigns with respect to the voter's rights. During the community outreach, innovative programs like street plays in local language were</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>performed. People participated actively in such programs and the enrollment ratio in the college also increased. Series of talks and awareness programs were done in the institute and compiled the data about the registered voters. Programs were also organized about ethical voting, and the need for participation. Awareness skits and street plays are on cards on weekends in the surrounding communities by NSS and ELC.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Survey was conducted in the institute and extended to group institutions for collecting the data with respect to registered voters. Awareness drive with power point presentations were done to sensitize and encourage registrations. The process of online registration is explained to all the students and a drive is organized for students who has not registered. The members and NSS volunteers are sent to nearby areas to sensitize about the same.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>It is important for young people to have a voice in the political process, and registering to vote is a crucial step in exercising that voice. However, despite being eligible to vote, many students above 18 years old may not be enrolled in the electoral roll. The exact extent of this issue may vary depending on the region, but it is a concern that needs to be addressed. To tackle this issue, Electoral Commission (ELCs) and colleges worked together to institutionalize mechanisms that make voter registration easier for eligible students. At PIMS, an electoral awareness campaign was launched, and students were encouraged to enroll to vote. As a result, the college saw a significant increase in voter registration, with the number of enrolled voters increasing from 20 to 70 percent. The success of the campaign at PIMS shows the importance of creating a culture of civic engagement and raising awareness about the importance of voting. In future PIMS can integrate voter registration into the student enrollment process, making it easier for eligible students to enroll. PIMS is also establishing voter registration programs or collaborate with community organizations to provide online registration tools and other resources. In addition, colleges can also provide resources such as voter guides, information on absentee voting, and information on how to get involved in local politics. By providing these resources, colleges and universities can empower students to become more</p>

engaged in the political process and to take an active role in shaping their communities. In conclusion, increasing voter registration among eligible students is a crucial step towards ensuring that young people have a voice in the political process. By working together, ELCs and colleges can institutionalize mechanisms that make voter registration easier for eligible students. The success of the campaign at PIm highlights the importance of raising awareness and providing resources to students, and colleges and universities can take proactive steps to create a culture of civic engagement and encourage students to participate in the political process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1037	934	852	645	424

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

2 Teachers

2.1

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

Response: 76

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	47	48	43	35

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
244.16	135.06	245.40	202.45	172.38

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Padmashree Institute of Management and Sciences is affiliated to Bangalore University and hence adhered to the curricula, syllabi and academic calendar of the university. The faculty of the institution are involved in curriculum design and question paper setting through their roles as members of Board of Studies (BOS), Board of Examinations (BOE) and subject expert committees of Bangalore University. The principal is the chairperson and member of the Karnataka State Curriculum for Home Science and Biotechnology. This enabled the institution to contribute to the curriculum design, course outcome, program outcome, pedagogical methods, and internal assessment methods.

The academic calendar is prepared by the Academic Planning Committee and IQAC, in accordance with the Bangalore University's Calendar of Events. Institution strengthens the teaching-learning process by following methods

? Program plans, course plans, lesson plans and question banks are prepared in alignment with course outcomes and entered in the LMS.

? Bridge courses are offered to the first-year students.

? Mentors maintain student profiles, health status, performance, and feedback.

? Parent teacher meeting and class committee meeting are conducted periodically to solve the academic and non-academic grievances.

? Effective course delivery is ensured through participative and experiential learning practices like peer learning, group discussions, extension activities, guest lectures, field visits, case studies, team projects, industrial visit reports, surveys, quizzes, fests and product exhibitions.

? Remedial classes and add on courses are conducted.

During the pandemic, online platform licenses were purchased and integrated into the academic plan and reflected in the timetables. Curriculum delivery went on seamlessly despite several obstacles during COVID 19 pandemic through the employment of innovative methodologies like virtual industrial visits, webinars, online internships and online internal assessments.

The Examination Cell monitors Continuous Internal Assessment (CIA) and the students are briefed about the whole process by the class teacher. CIA is done as per the university scheme.

IA marks are displayed to the students before submitting them to the university.

Continuous Internal Evaluation process:

- ? Announcement of schedule of CIA
- ? Setting of Question papers in alignment with course outcomes (CO)
- ? Conduct of IA
- ? Dissemination of IA marks
- ? Action taken for the improvement of student performance

After IA evaluation, the course teacher conducts a discussion session about the performance and enables the students to improve. The grievances regarding IA, will be resolved by the teachers. The student who is in discontent with the assessment marks may approach the respective teachers and on demand re-examination will be given.

Feedback on academics and resources are taken from the students, alumni, faculty, and employers periodically. Every teacher submits a Course completion report at the end of the semester.

- ? Submitting IA marks to the university

The IQAC seeks an action taken report on feedback from individual departments. The ICT coordinator monitors the documentation and the data entry for LMS. Any constraints faced during curriculum delivery are discussed and resolved.

The IQAC team conducts an internal academic audit to verify the compliance of the action plans to the calendar of events.

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

1.2 Academic Flexibility**1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**

Response: 36

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**Response:** 78.21**1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
824	722	735	420	343

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

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

Ethics, morals and human values being most important aspects for the holistic development of students, the institution ensure that these values are taught during the program. Environmental studies, Indian constitution are mandatory courses, which address these issues. Besides this, cross-cutting issues are further strengthened in the institution through events organised by IQAC, Eco Club, Women Welfare and Development Cell. Human rights and women in STEM are focused themes for seminars. Environmental issues are covered as a course and as beyond campus initiative for school children around the campus.

Professional Ethics and Human Values

‘Professional Ethics’ is offered as a value-added course and awareness is created about ethics, plagiarism, copyright, IPR and data theft. Students are educated about ethics, moral responsibility, and work ethics through debates and seminars. The NSS wing of the institute provides diversified opportunities to students through Swatch Bharath campaigns, awareness programs on gender related issues and sustainable eco protection activities. These issues are mandatory as per the guidelines of NEP and have been integrated into the curriculum framed by the university. The student handbook and institutional policy enunciates the ethics, code of conduct and human values which form the backbone for ethical practices within the institution. The NSS team along with the students participated in AIDS awareness programs, blood donation camps and health for all campaigns. Survey methodologies and analysis taught as part of their program, enable the students to interact with different people with different values and imbibe the need for tolerance. Industrial visits, internships, mini projects, and field projects make the students aware of the importance of teamwork, leadership quality and professional ethics.

Gender Equity

The Institutional gender equity policy has been clearly defined. Students are encouraged to take up seminars and debates on these issues. Expert lectures on women in STEM, gender sensitization, human rights are organized. Indian constitution taught as part of NEP curriculum is deliberated by external experts. On International Women's Day and Men's Day celebration, gender specific issues are discussed.

Environment and Sustainability

Environmental science is part of NEP curriculum and students are encouraged to explore the ecosystem/environment of the college and the villages around. Eco camps are organised to impart both theoretical and practical knowledge about environment. The NSS unit conducts events like mass tree plantations and go green projects to inculcate the habit of environmental conservation and to create pollution free atmosphere. The students and the faculty have adopted a sustainable lifestyle by using less water, switching to reusable products and reducing the use of single use plastics. Students are involved in various environmental activities both as part of learning and extension activities, including internal green audit and environment audit.

Practical and experiential learning is made possible by involving students in

- Green audit, Energy audit and Environment audit
- Celebration of World Environment Day, Earth Day and Biological Diversity
- Field visits, seminars and campaigns on renewable energy, awareness about single use plastics, cleanliness, and hygiene were organized.
- Naming and statistics of the plants in campus.

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

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

Response: 64.8

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

Response: 672

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 47.16

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
462	388	370	335	270

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
910	840	760	740	620

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 46.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
249	187	172	153	135

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

2021-22	2020-21	2019-20	2018-19	2017-18
455	420	380	370	310

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

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 17.88

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 using ICT tools

Response:

The Institution employs several ICT enabled student-centric teaching-learning and pedagogical methods for enhancing the learning experience of the students. Peer learning, self-study, extension activities, fests, and product exhibitions are some of the methods adopted for enhancing the learning experience. Besides, classroom teaching, other teaching learning activities employed include experiential learning, problem-solving methodologies, assignments, seminars, project works, industry visits, interactions with eminent speakers from industry.

Experiential learning:

Students are provided with individual scientific challenges during laboratory sessions. Workshops by industry experts are organized to create an experiential learning environment. MOUs with Merck Pvt. Ltd., Biocon Academy, TUV-SUD Pvt. Ltd., ensure better industry academia partnerships. Certificate courses and workshops are offered in collaboration with industries, academia and NGOs, where students get an opportunity to interact with experts and get upskilled at the respective organizations. Regular invited lecture series enable students to explore and listen to the experiences of the professionals. On the job trainings, field surveys, internships, extension activities, outreach programs help students gain domain. Compulsory project/industry internships allow them to experience on the job training.

Participative learning:

Students are empowered through participatory learning experiences in curricular and co-curricular activities. All students are encouraged to participate in different capacities as organizers, club office

bearers, resource persons, demonstrators, volunteers and team leaders in order to engage better participation. A range of on campus and extension activities such as group discussions, posters, fests, exhibitions, capacity building programs, boot camps, seminars, conferences, workshops, model making, drawing, painting, health camps, nutrition camps, webinars and trainings are conducted regularly.

Problem solving methodologies:

Students are posed with challenges during scientific events such as Environment Day, Food Fest and Nutrition Week and are instructed to submit solutions in the form of posters, models and products to enhance their problem-solving abilities. Students are encouraged and provided guidance to submit proposals for small grants on themes specified by the respective agencies. Many students secured grants from state and central government agencies through such grant proposals.

Product development on specific issues and process development to resolve environmental issues are some of the minor projects given to students and the best solution is rewarded by the institution.

Adoption of ICT:

The institution adopted ICT as an effective pedagogical tool, to enhance the quality of teaching and learning. Awareness about MOOCs, SWAYAM, NPTEL and Coursera has been created among the students and faculty which has motivated several of them to take up online courses. During the Pandemic, Zoom platform was integrated into the LMS and has been used extensively and effectively. Webinars and lecture series were recorded, live streamed and uploaded. Question paper setting and quizzes were done through software and integrated into the LMS. Video demonstrations and power point presentations are also uploaded in the LMS and the links are provided to students. LCD projectors and audio-visual systems are available for student use. The library is enriched with digital resources and e-resources. Language lab, SPSS software, Bioinformatics software and online sources are used effectively in the teaching and learning process.

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

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
58	47	48	43	35

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 60.61

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
38	31	28	25	18

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

2.5 Evaluation Process and Reforms

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

Response:

Institution adheres to strict norms provided by examination cell headed by Principal. Vice Principal-examinations coordinates all the exam cell activities. Exam cell convenes meeting in the beginning of the semester and prepares action plan and event list. This is communicated to all the stake holders. The students are informed about scheme of internal/external assessment during the Orientation programs. HODs/Mentors/class teachers/course teachers also orient and constantly update the students about the assessment process. The university circulars like calendar of events, internal exam timetable and dates of practical and final theory examinations were circulated to the faculty members, administrative staff and students and are also displayed on the notice boards/ website and WhatsApp groups.

Internal Assessment:

Internal assessment being continuous evaluation method, members will discuss and allocate marks to tests, seminars, assignments, projects, attendance, industry visit reports as per the NEP and Bangalore University. Theory and practical exam will be conducted twice in a semester. Internal question paper

setting is done in LMS and mapped to cos. Students are informed well in advance and a transparent mechanism is followed. After evaluating, marks are displayed, and answer scripts were circulated for self-assessment. Any discrepancy or grievance was addressed and on demand exam is given to student willing to improve. Exam related issues and grievances were discussed in the individual department committees, headed by HOD and Exam cell coordinator. If any unresolved issue pertaining to IA, absenteeism will be brought to the notice of principal. Student will be given another chance to take re exam if necessary. All other criteria will be evaluated, and consolidated marks were tabulated and submitted to Bangalore university.

External Examination:

Institute conducts end semester examinations as per the Bangalore University guidelines. University release exam fee notification and is displayed. After due verification of attendance and securing no dues, students will be permitted for online payment by HOD and exam cell. Pre examination committee meeting will be conducted, and a work order is issued by allocating all the examination related duties. Practical exam sessions will be scheduled, and all the preparations were made well in advance. Being BOE and members of the BOE in various UG and PG departments, question papers were set and BOE meetings were organized. Question paper indents, stationary and all other requirements were planned and secured. During Covid 19 pandemic absolute sanitization and care was taken and there were no cases reported during and after exams. All the theory examination halls were provided with CCTVs. Internal professional misconduct committee and examination lapses enquiry committee was constituted. Teachers participate in evaluation and practical examination duties whenever assigned by the university. Once the results were declared by the university, students were informed and facilitated for revaluation if needed. The grievances related to name change, any other discrepancies in the hall ticket/marks cards/degree certificates were attended by the exam cell on priority basis.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes (PO) are statements about the knowledge, skills, competencies, expertise, and attributes of the graduate expected after completion of the program. POs are generally defined by the board of studies and our faculty being part of BOS, NEP state curriculum committee members, contributed towards the same. Several internal brain storming sessions and workshops are organized on blooms taxonomy, and methodologies pertaining to write COs, and POs. The program outcomes and course

outcomes are stated and displayed in institution website and apprised to all the stake holders. Our institution believes in outcome-based education and constant efforts are made to attain the same. Graduate attributes are disseminated to our students by following various methods such as problem analysis, design, and development of solutions, conduct investigations and surveys for complex problems, understand and resolve societal, environmental problems with sustainability models, ethics, and lifelong learning. The compliance of the POs, and COs are calculated for all programs through direct and indirect methods. Direct attainment is based on continuous evaluation like internal assessment, lab mock test, assignments, seminars, projects, viva voce, and end semester examination. Indirect methods include student satisfaction survey, job placement rate, result analysis, feed backs. For direct attainment calculation, 70% weightage is given for university examination, and 30% for continuous evaluation in case of non-NEP batches whereas, 60% and 40% for NEP batches. POs/COs help students to connect learning in diverse contexts and exhibit their potential in assessment and evaluation. POs/COs not only provide the learner with information about the qualities that he or she should strive for but also help the teacher to organize and present the curriculum in an efficient manner. Staff and students of the Institution are made familiar with the POs and COs in the following ways:

- Both candidates and parents are briefed during admission and orientation program.
- Curriculum having POs and Cos are provided to students.
- Course teachers explain the learning out comes and provides add on certificate courses in collaboration with industries for efficient attainment of Cos.
- The Institution organizes career counselling lectures and capability enhancement programs to both teachers and students and effectively communicate the learning objectives and expected outcomes.

Attainment levels are calculated by cumulative direct and indirect assessments which includes internal, external assessments, performance index, feed backs and placement records. Consistently high pass percentages of students, substantial number of university ranks and gold medals is the testimony of accomplishment of POs at our institution.

Internships, projects, industry visits and field visits are evaluated based on the report, presentation, and viva voce. Problem solving, management and presentation was evaluated during fests, exhibitions, workshops, posters, and debates. Participation in extension/community outreach programs provide opportunity for experiential learning and students are made to submit the analysed data and learning outcome is evaluated. The Institution collects feedback from students/alumni/employers/ parents and evaluates indirect attainment of program outcomes. Higher percentages of placements and higher studies determine an impressive educational outcome of the institution, and this parameter is considered for attainment of program outcomes of our students.

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

2.6.2 Pass percentage of Students during last five years

Response: 93

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
299	328	262	144	96

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

2021-22	2020-21	2019-20	2018-19	2017-18
320	348	288	153	105

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.53

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 221.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.16	20.00	35.32	0.00	166.12

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Padmashree Institute of Management and Sciences has an excellent research ecosystem with suitable infrastructure, state of art laboratories, human resources and aimed at achieving center for excellence with its proactive research policy in place. Central dogma of our research policy is creativity, innovation, knowledge creation and dissemination. Planning, implementation, budgeting, resource mobilization is done as per the research policy. Biochemistry and Biotechnology departments are recognized as research centers under Bangalore University. Research activities are implemented and monitored by research cell (RC) and research advisory committee plays a key advisory role in improving research facilities, securing funds, grants, facilitating publishing, patenting, networking, and MOUs.

Research Infrastructure: An exclusive research wing with nine labs (proximate lab, nutrition lab, plant tissue culture lab, animal cell culture facility, molecular biology lab, food product development lab, quality control lab, nutraceutical lab, phytochemistry lab) and central instrumentation facility with high end equipment such as HPLC, AAS, GC, FPLC and UV spectrophotometer. Infrastructure is augmented with grant secured under DST FIST scheme, sanctioned by DST, New Delhi and KFIST level II, DST, Government of Karnataka and BTFS, Department of IT, BT, Government of Karnataka.

Funds and Grants: Actively engaged in securing grants and funds by state, central and private funding

agencies. Institution encourages students and faculty to apply for grants and incentivized for successful members. Institution secured grants from, DST, New Delhi, NMPB, New Delhi, VGST, GOK, KITS, GOK, KSTA, GOK and industries. Students are also successful in securing small grants for research projects. Institution provides seed fund for conducting research and publications.

Publications and Patents: Faculty and students are supported for publishing papers and financial assistance is provided and facilitated. Every year an awareness about importance of publication and patenting is done in the form of workshop and seminars. Eminent domain experts were invited to deliberate on this aspect.

Extension activities: Initiatives for the creation and transfer of knowledge for societal impact are undertaken. Lab to land technologies, societal and environmental challenges and solutions are disseminated as a social responsibility and R&D activities in these lines are supported at institution level by providing support in the form of resources and transport facility to reach the community.

Conferences/seminars/workshops: In house seminars, workshops are organised with the support of government, industry, and non-government agencies. Students and staff are funded to attend and participate in the conferences and seminars. Best paper, posters and product awards are instituted and incorporated into the policy. Industrial training in research is done by inviting industry experts as resource persons for workshops. Teachers supported to take part in FDPs/MOOCs offered by Swayam/NPTEL, to advance their research spirit. Yearly signature events of the Institution stimulate latent innovation are evident in the choice of distinctive themes.

MOUS/collaborations/consultancies: Networking and establishing collaborations with institutions, academics, and industry for undertaking research are functional. Research internships with collaborating agencies broadens their horizons and enhances research aptitude. Students take up industry live projects, while teachers take part in collaborative research initiatives in the form of consultancies.

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

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

Response: 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	7	7	6

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

3.3 Research Publications and Awards

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

Response: 0.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	09	07	13	21

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	07	14	1	0

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Student sensitization towards social, cultural, health, hygiene and environmental issues is one of the goals of the institution. Student involvement in community related activities is of utmost importance to us. We are committed to work for social causes and undertake community outreach programmes which instils a sense of responsibility among our students. Campus community connect initiatives are taken seriously for creating social impact. Various activities which are designed and deployed for holistic development and establishing connect with the society are

Community outreach programs: The NSS and other club volunteers reach out to the community through awareness programmes on voters' rights, food and nutrition and environment protection. Blood donation camps, Vaccine Drive during COVID 19 pandemic, distribution of food material and other essentials and health camps are other ways through which our students establish connect with the community. A series of extension programs were jointly organized by the institution and Rishi Foundation under SEED program and funded by DST, New Delhi to create awareness about nutrition, fortified foods and myths and facts about nutrition in pregnant women and iron malnutrition. Several health camps and nutrition counselling sessions were organised in the neighbourhood villages. DST funded Women Scientists B program was conducted where value addition for silk farmers through the development of various high protein fish and poultry feed from silkworm waste was done and disseminated. Awareness generation about unscientific disposal of silkworm waste was also achieved.

Awareness about Health and Hygiene is disseminated through rallies, walkathons and street plays. Several programs on the usage of masks, sanitation, importance of yoga, telemedicine and tele nutrition counselling were conducted during the pandemic. Most of these programs are done in collaboration with NGOs. Under the DST project, nutrition awareness and health camps were organised in different localities.

Boot camps: Boot camps on plastic ban and awareness raising about safe disposal of waste are conducted regularly in the neighbouring villages. Gender sensitivity and women empowerment programs were also organised.

Webinars: During the pandemic, self-employment and entrepreneurship development programs on mushroom cultivation, beekeeping, hydroponics, tissue culture, aquaculture were organised with virtual demo and industry sessions.

Exhibitions and environmental awareness camps: Science exhibitions on environmental awareness for school children were organised. Model making, poster making, camps on rainwater harvesting, Ozone Day, Vermi Composting, tree plantations, medicinal plant raising, waste management were organised by the institution. World Food Day was organised with talks on Food Security and a special program on Food Safety for Canteen Workers. School children were invited to Eco fest, where the process of effective waste management was explained through the display of many eco-friendly products. A campus tour explaining the alternate sources of energy, kitchen waste management and rainwater harvesting was conducted for the school children.

Student projects and field work: Fieldwork, particularly health and nutrition related, was undertaken by the students in hospitals, anganwadis, schools and colleges. The socio-nutrition status studies conducted in the rural areas provided an opportunity for the students to understand the factors impacting underprivileged households and the inadequacies of the redress mechanism and possible solutions. These field works and surveys facilitate the students to understand the ground reality and allows them to interact with people from diverse fields. This fosters competency development, innovativeness and a real understanding of social, economic, cultural, and environmental conditions.

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

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

Response:

Student sensitization for social, cultural, health, hygiene, environmental issues, and their involvement in reaching out the community is one of the institution goals. We are committed to work for social causes and community outreach to build sense of responsibility. Campus community connect initiatives are taken seriously for creating social impact. Various activities which are designed and deployed for holistic development and connecting them with society are

Community outreach programs: NSS and other club volunteers reach out to the neighbouring villages and conducts awareness on voters' rights, blood donation, vaccine drive during COVID 19 pandemic, distribution of food material and other essentials and health camps. DST, New Delhi funded project jointly to the institution and Rishi Foundation under SEED program. Under this a series of extension programs were organized, to create awareness about nutrition, fortified foods and myths and facts about nutrition in pregnant women, iron malnutrition. Health camps and nutrition counselling sessions were organised in the neighbourhood villages. DST funded women scientists B program, where value addition for silk farmers and development of various high protein fish and poultry feed from silkworm waste was done and disseminated. Awareness generation about unscientific disposal of silkworm waste was also done.

Awareness about health and hygiene is disseminated by rallies, walkathons, street plays and conducted programs on usage of masks, sanitation, telemedicine, tele nutrition counselling during pandemic and importance of yoga. Most of these programs are done in collaboration with NGOs. In DST project, nutrition awareness and health camps were organised in different localities.

Boot camps: Boot camps on plastic ban, creating awareness about safe disposal is done in neighbouring villages. Gender sensitivity and women empowerment programs were organised.

Webinars: During pandemic, self-employment and entrepreneurship development programs on mushroom cultivation, beekeeping, hydroponics, tissue culture, aquaculture were organised with virtual demo and industry sessions.

Exhibitions and environmental awareness camps: Science exhibitions about environmental awareness by inviting school children was organised. Model making, poster making, camps regarding rainwater harvesting, ozone day, vermi composting, tree plantations, medicinal plant raising, waste management was organised. World food day was organised where talks on food security and special program on food safety for canteen workers were included. School children were invited to Eco fest, where many eco-friendly products were displayed, the process of waste management was explained and products from waste were portrayed. Campus tour explaining alternate sources of energy, kitchen waste management and rainwater harvesting were shown to school children.

Student projects and field work: The fieldwork was undertaken by the students, particularly in health, nutrition surveys in hospitals, anganwadis, schools and colleges. The socio-nutrition status studies conducted in the rural areas provided an opportunity to know the factors gnawing away at the fundamentals of underprivileged households, the inadequacies of the redress mechanism, and the possible solutions. These field works and surveys facilitated students to know about the ground reality and allowed them to interact with people from diverse fields. This fosters competency, innovativeness, understanding of social, economic, cultural, and environmental real time situations, among students.

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

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

Response: 45

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	9	9	7	4

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

3.5 Collaboration

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

Response: 38

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institution ensures adequate facilities for teaching, learning and augments its infrastructural facilities according to the growing needs and endeavors to create a conducive academic ambience. The UGC, AICTE and the university norms for infrastructure, classroom, laboratory, library, recreation area and reading rooms have been fulfilled. The floor space, furniture, equipment, support system and ICT facilities meet the statutory requirements.

Classrooms

There are two blocks with 5 spacious seminar halls and 45 classrooms with LCD facilities.

Laboratories

The institution has 18 UG, 17 PG and 4 Research laboratories. During the internal academic and administrative audit, an assessment of the existing infrastructure is conducted whereby the need for replacement or upgrading of the existing infrastructure is compiled based on the recommendations of the committees. State of the art laboratories for food sciences and all other specializations of life sciences are available and a well-equipped central instrumentation facility has been established.

ICT facility

The institution has 165 computers with the configuration (DELL I5, 6th Gen processor, 8 GB RAM, 256 SSD, assembled dual core 2GB RAM). The entire campus is Wi-Fi enabled (ACT), with a speed of 1000 Mbps. The ICT cell has been constituted to work in tandem with all the stake holders and resolve issues pertaining to ICT. Both the blocks have digital libraries, supported with high-speed internet and inflibnet facility. KOHA software has been installed for library management.

In the digital library, the computers are equipped with Wi-Fi facility for accessing e-journals, e-books, e-newspapers, and other e-resources. Fifteen computers for enhancing communication skills are available in language lab.

Learning Management System

Learning Management System has been effectively implemented in the institution. During the Covid-19 pandemic, online classes, internal tests, webinars, quiz programs and cultural programs were conducted through ICT and the software has been provided by Heraizen Technology Pvt. Ltd, Bangalore. Teachers, students, parents, management, and accounts personnel are provided with training to digitalize all the activities using LMS software.

Other facilities

A spacious function hall accommodating more than 500 students is available for institutional programs, annual cultural events, and yoga sessions. A gymnasium and fitness facility is provided for the students and staff. Excellent indoor and outdoor sports facilities are provided. A football court (85 mts, 60 mts), cricket field and running track (70 mts x 100mts), volleyball court (18 mts, 9 mts), basket ball court (15mts, 28mts) throw ball court (12.20mts,18.30mts) and indoor facility with carrom, chess, table tennis and shuttle badminton are available. The institution has elevators, ramps and washrooms for divyangan students. Ambulance and wheelchair facility is available. Each floor is facilitated with purified water for students and staff members. The entire campus is covered with CCTV cameras to ensure safety and security. A separate server room with surveillance mechanism is in place and system administrator monitors the same. A standby power generator of 85 KW and 100 solar panels of 85 watts, Kirloskar model which generates 160 KW power has been installed on campus ensuring uninterrupted teaching learning environment.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 25.72

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
66.37	10.03	73.57	64.31	42.82

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The institution has two libraries - one in each block. The library's motto is to provide services to every

reader and inculcate the habit of reading in every student. The libraries are digitalized and well equipped with spacious reading halls. Each library can accommodate a seating capacity of more than 120 users.

Library Operation

The library is managed by KOHA Scalable Library Management System software and Developing Library Network (DELNET). Both the softwares are effectively used for storing and sharing resources among students, faculty, researchers and scholars. The library committee meets regularly and decides the plan of action for upgrading the facility. Libraries have reference section, textbook section, journal and periodical section, general book section and children's section. The users in the library are continuously monitored through CCTV surveillance. The library has the following special features: remote access to e-resources, career/employment-oriented information services, Hi speed internet facility, user suggestion box, book bank facility for financially backward students. Reprographic services are provided for the students at a subsidized price.

Library Advisory Committee

A committee has been constituted and made responsible for ensuring the smooth functioning and upgradation of the library. The members engage in various developmental activities related to the library and facilitate to increase the student and faculty footfall. National Library Day is celebrated every year and books are secured from alumni and other donors.

E-Learning resources

The library caters to the needs of students, research scholars, faculty and other staff through various scholarly resources in both print and electronic form. The e-resource access section of the library has dedicated computers connected with hi speed internet and Wi-Fi facility. The library provides membership opportunity for learners with log in credential to access various online databases and e- resources like JSTOR, N-LIST and DELNET. The library has access to more than 2,00,000 e-books and 6000 full text e-journals through INFLIBNET, N-LIST, JSTOR and DELNET.

Usage and utilization of the library

The students are provided with e-learning resources and awareness is created on the optimum utilization of e-resources and digital library. After inception of all the above mentioned facilities, foot fall increased and the committee decided to expand the library and celebrate Library Week for sensitization.

Book Bank facility: The book bank facility is extended to economically backward and reserved category students. Apart from availing the general library facility, such students can borrow extra books from the same.

Competitive exam book section: Books, study materials, periodicals related to various competitive examinations, interviews and placements are kept in this section. The library also maintains the previous years' question papers in both soft and hard copies for student reference.

General reference book section: This section includes a collection of dictionaries, encyclopaedias, yearbooks, handbooks and directories.

Children’s book section: This section has collection of moral story books, biographies, children dictionaries, comics, pictorial epic story books and e –resources.

Every year budget has been allocated for book purchase and subscriptions. Students and staff foot fall is recorded in the register and automation is under process.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

The academic process and administration at Padmashree Institute of Management and Sciences are governed through the latest IT infrastructure. Sufficient annual budget allocation is made for the creation and maintenance of IT infrastructure. The institution has more than 20 Wi-Fi routers to cover the wireless range throughout the campus and has also acquired 6000TB network aligned storage.

IT facility

The computer lab is supported with a 1000 Mbps leased line for internet connectivity. Recently the institution has augmented IT facility with 105 DELL computers, 2 laptops, 30 projectors and 02 printers. It is also equipped with a wide range of system software and application software. The entire campus is networked with LAN and Wi-Fi routers. The institution has a total of 165 computers in mixed configuration like DELL I5, 6th Gen processor, 8 GB RAM, 256 SSD and assembled dual core 2GB RAM.

Wi-Fi facility

ACT license is purchased for enabling uninterrupted Wi-Fi facility with a speed of 1000 Mbps. The IT department and ICT cell provides support to the students and staff. There is seamless Wi-Fi connectivity as routers and boosters are installed near classrooms, libraries, departments, corridors and computer labs. Staff and students can access this facility on their laptops and mobile round the clock.

LAN facility

LAN facility is available in the buildings through Cat 6 cable and optical fiber internet connection. Cisco switches are installed on every floor for multiport internet connectivity. As per the requirements, wireless routers are also installed in various areas like administrative office, staff room, seminar hall, library and classrooms.

Academic LMS ERP

The ICT cell and IQAC ensures academic administration through LMS and the software has been procured from Heraizen Pvt. Ltd., Bengaluru. The software enables course plan and lesson plan generation, IA paper setting, uploading of seminar reports and assignments. All students and staff are informed about the IT enabled monitoring mechanism and disciplinary action liable for unscrupulous activities. Student attendance, teacher's work diary and result data analysis are done and monitored through the software. The institution has instituted a Language Lab with software. The online teaching platform "Zoom Meeting Pro" procured and integrated the link in the LMS system.

IT and Administration

The software enables maintenance of all the students' details, scholarship details and fee payment details. Hostel management is also done through software provided by Heraizen Pvt. Ltd., Bengaluru.

Research Data Management

Research cell maintains entire data pertaining to grants, utilization, equipment, research data and progress reports. The institution has procured Statistical Package for Social Science (SPSS) which is a versatile tool and performs a range of statistical analysis. This software has been widely used by researchers and students to perform both quantitative and qualitative analysis of the statistical data. SPSS includes sophisticated algorithms for descriptive and inferential statistics to help the users in making better decisions.

Library IT management

Library inventory management is done by using KOHA software. Digital library and remote access for hundreds of books and journals was secured by procuring Inflibnet and DELNET services.

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

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

Response: 7.68

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

Response: 135

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 74.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
177.79	125.03	171.83	138.13	129.55

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 41.65

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
727	352	233	220	89

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

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

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

Response: 71.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
903	669	527	549	144

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

5.1.4 The Institution has a transparent mechanism for timely 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 supporting document	View Document

5.2 Student Progression

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

Response: 29.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
102	89	91	39	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
299	328	262	144	96

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
37	3	49	3	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	3	49	3	0

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

5.3 Student Participation and Activities

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

Response: 2

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	01

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

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

Response: 16.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	11	16	16	15

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

5.4 Alumni Engagement

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

Response:

Alumni cell of Padmashree Institute of Management and Sciences incepted in the year 2002, registered as Padmashree Alumni Association under the Karnataka Registration Act 1960 with registration number DRB4/SOR/342/2021-2022 dated 21st March 2022. Aluma matter play a big role and the institution has a history of successful students. The members meet regularly, plan, implement and review alumni activities. The institution keeps the track of alumni throughout the year. The Alumni Association provides an interface to establish the link, extend their support to the existing students and help them in various

academic and co-academic activities. The Alumni are the supportive hands for the development of the institution. Alumni are eligible for lifetime membership of the Alumni Association by fulfilling registration process. The alumni members give their feedbacks about curricular aspects, infrastructure development, training programs, placements, and institutional support. They provide their ideas based on their employment and opportunities regarding latest technologies which help the students to get placed. During the annual meets there is a representation of members from the year of inception. Alma matter, assists institution by providing human resources, donating books, technological solutions, training in the companies where they are working, promotion, and administrative support. The president of the Alumni association is currently working in the institution as vice principal and actively networks with the alumni. Other members are widespread across the globe and are placed in diversified fields. Alumni contributes and part of the various cells and committees of the institution. Recent alumni meet after the registration of the association is celebrated in a jubilant manner. Various of awards and recognitions were presented to the successful alumnus. Presentations and motivational speeches and interactions were organised. Our proud alumnus are entrepreneurs and successfully established institutions and working as heads of the institutions. Contribution in the capacities of members of the governing council, advisory council, industry academia connects, heads of the departments, faculty both at the institution and in other reputed organizations is remarkable. Alumni participate and deliberate as Chief Guests/Guests of honor at the Institution's different events. Alumni handhold students by their presentations, motivational speeches, interactions and inspire them. As important stakeholders, alumni provide valuable feedback on the curriculum, institution and other issues whenever requested. Alumnus are provided with institutional support during their doctoral studies, by extending instrumentation, thesis writing and analytical for their research. The generosity of the association and its members is evident from their voluntary participation and contributions to library, NSS camps and college activities. On Annual Alumni Day 2022, a plethora of events were organised for networking, recognising and involving past and present students. Alumni expressed their unwavering commitment to the institution by honouring students and staff for their outstanding achievements. A few Alumni have started businesses in different sectors, and many of them are first-generation entrepreneurs. These alumni entrepreneurs were felicitated by the institution on annual alumni day. Annual general body meeting of this year resolved to strengthen the alumni and to expand its wings and accepted to update and digitalize the alumni data.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

“We want that education by which character is formed, the strength of mind is increased, the intellect is expanded, by which one can stand on one’s own feet”, is the vision of the institution. Management has ensured to create and facilitate a perfect ecosystem to foster intellectual growth and character development.

The mission of igniting students learning spirit is supported by asserting skill development leading to self-sustainability. Institute’s goal to develop scientific temper amongst faculty and students is well nurtured by defining research and innovation policy, enhancing collaborative approach, and professional relationships with industry and research organizations. Several extension programs are supported to inculcate the idea of a lifetime learning process leading to gain knowledge and provides education that transforms lives and builds communities that improve society. A vision document and institutional policies and procedure handbook is released by defining the roles and responsibilities. The document with revised policies and goals, nurtured both academic and intellectual growth of the institution. The governance and leadership of the institution are commendable during COVID 19 pandemic situation, important quick decisions like purchasing online platform (Zoom) licenses, integrating into the ICT, timetable, organizing webinars enabled efficient functioning during challenging times.

Padmashree Institute of Management and Sciences is moving forward aggressively to bring new life to school of life sciences and management. The system generation, decentralization and participatory management is the most important intellectual venture during the past 20 years and the need for reorganizing the institute is well accepted by management. Organizational structure is redefined under four major components viz., academic, administrative, R&D and Quality assurance. There are independent cells, committees, and sub-committees under each of these components. Cells are headed by a coordinator, and committees and subcommittees are headed by a convenor with faculty members and student representatives. Roles and responsibilities of the cells and committees with targets and action plan will be disseminated in the beginning of the academic year. All the activities are effectively monitored by Principal with the help of IQAC. The Institution IQAC provide guidance and monitors practices of administration, academics and research to identify the lacunae, create awareness to the respective divisions and explore the possibilities of enhancing the quality. Various functional cells include ICT, HR, admission, accounts and finance, welfare and development, scholarship facilitation, infrastructure development, maintenance, external affairs, operations, academic, examination, curricular extension and training, alumni cell, competitive examinations, research and innovation, extension, patent and publication facilitation, and entrepreneurship development. Students are encouraged to constitute their own clubs and activities and motivated to involve in extension activities with respect to their clubs, cells, and committees. Respective cells and committees under the chairmanship of the Principal, coordinator, and members meet regularly and disseminate the action plan and implement this effectively. This decentralized organogram enabled

institution to deploy effective governance and leadership. The participatory management approach toward achieving institutional goals is exemplary and is in alignment with the vision and mission of Padmashree Institute of Management and Sciences.

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

6.2 Strategy Development and Deployment

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

Response:

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Institution management believes in setting up goals and drafting perspective plan and strategies for effective deployment. Institutional bodies, annual action plan, budget, activities will be defined including long and short-term goals. The institution is governed by various bodies, such as governing council, board of management, academic advisory, and scientific advisory council. HR policy, admission policy, academic policy was redefined, drafted, and deployed.

HR policy clearly states the vision, mission, and objectives. HR policy is designed with human resource philosophy, equal employment opportunity, code of conduct, work culture, planning, recruitment process, reservation matrix, strategic planning, annual budget, annual appraisal mechanisms, exit policy, staff welfare policy and grievance redressal system. Staff appointments are made as per the policy. A committee constituted with external and subject experts scrutinize the candidates, check for the teaching ability by systematic assessment and personal interview. Staff welfare and development cell recommendations were considered and several staff welfare schemes, supporting publications, IP, FDPs, workshops, and supporting staff children education policies are implemented. During pandemic, staff were supported with medical facilities, free RT PCR tests and vaccination drives. Diagnostic tests at discounted price for staff is given in Padmashree diagnostics, a sister concern of Padmashree group.

Admission policy defines the process of admissions, reservations, student support, and the admission cell acts as per the policy. The admissions are made as per state government and affiliated university norms and guidelines. A committee constituted by the management and principal prepares the prospectus and the application forms. The committee ensures the requirements of the process with regard to eligibility of candidates for various courses and ensures equal opportunities. The admission is offered to the legal Indians/ foreign nationals who have valid passport and study permit. By accepting the offer of admission, the applicant should abide by the code of conduct and by the rules and regulations of the college. The

college does not discriminate based on race, color, ethnic/national origin, gender, sexual orientation, age, religious or political beliefs, disability, or any other category where discrimination cannot be reasonably justified.

Academic policy the core strength of the institution is deployed by the academic cell. Various innovative teaching, learning practices and student friendly approaches were implemented. Academic advisory board, periodically meets and reviews the process and recommendations were provided for quality enhancement.

The organizational structure of the institute is well defined and facilitates its smooth functioning. Principal and IQAC define, derive, revise the policies of the institution, and take approval from the management board and governing council. Feedback from all the stakeholders is collected and the suggestions and inputs provided were discussed. The planning and infrastructural development are decided by the head of the institution in consultation with the IQAC, cells, and committees. Strategic meetings were held, and all the stake holders were invited to participate in the institutional development strategic planning. Institutional goal of achieving center for excellence is imparted to all the stake holders in review meetings. Exclusive research and innovation policy covers, support systems and nurtures in establishing conducive ecosystem.

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

6.2.2 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
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

HR policy is revised and proposed to have staff welfare and development committee. Recommendations proposed by the committee were considered for several staff welfare schemes, supporting publications, IP support, FDPs, workshops and supporting staff children education policies. Board of management approved all the recommendations. During pandemic, staff were supported with complete leave benefits, medical facilities, free RT PCR tests and vaccination drives. Quarantine facility for the staff and tests at discounted price in Padmashree diagnostics a sister concern of Padmashree group was provided.

Staff are provided with free transportation and lunch. Selected staff members are provided with accommodation either free of charge or at subsidized amount. Health check ups are facilitated at Padmashree diagnostic center at discounted price for staff and their family. In campus ambulance and health center are in place for the benefit of staff. Leave policy is clearly defined and staff are provided with medical leave after scrutiny by the committee. Recommendations by the committee in case of long medical leaves with or without pay are implemented. Teachers are provided with supporting system for higher education, in terms of facilitating with laboratory infrastructure, study leave and financial support. Flexible timings are extended to the female staff after maternity. Staff welfare fund is established with management and staff contribution. Medical insurance, ESI and PF facilities are provided to the staff. Regular staff welfare activities were organized including health checkups, wellness camps, industry training programs.

The Institution has the mechanism of performance appraisal for both teaching and non-teaching staff. The main objectives are to strengthen the intellectual asset and enhance quality at every level of the institution. The components of appraisal system for teaching staff are - self-appraisal, evaluation by students, alumni, peers, head of the institution and management.

The performance appraisals are reviewed by the final reviewer and the appraiser. Similarly, the components of appraisal system for non-teaching staff are self-appraisal, appraisal by head of the institution and finally reviewed and appraised by the management. The performance appraisal is done every year in the month of October and the formats designed as per the regulatory bodies like UGC, AICTE, and NAAC. The key indicators are deliverables, adherence to targets, intime submissions, maintenance of records and documents, innovative teaching and learning practices, student mentoring mechanisms, problem resolving abilities, time management, and interpersonal skills. After reviewing, individual stakeholders are mentored and rewarded based on the reports. Based on this, annual increment, promotion, awards will be given to the staff. The institute has a well-defined promotion policy both for teaching and non-teaching staff. The staff member must appear before the selection committee for interview once attaining the eligibility for promotion. On due scrutiny of the documents and interview the selection committee finally recommends his / her candidature for the promotion to the board of management for its approval. After approval of the board of management, an office-order regarding the promotion shall be issued to the staff. ICT enabled work diary, weekly reports, monthly reports, syllabus completion report, student feedback, publications, grants secured, and other extension activities are considered for increments, incentives, and awards.

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

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 38.53**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
28	17	13	19	12

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

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**Response:** 77.02**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
72	57	45	35	39

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

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

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

6.4 Financial Management and Resource Mobilization

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

Response:

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

Prudent and effective management of financial resources is the core strength of the institution. Honesty and transparency in all aspects of financial management, documentation and financial reporting is practiced. Financial systems comply with the legal requirements of various acts. ICT enabled documentation of income and expenditure, assets and liabilities, banking requirements, budgeting, internal controls, reporting are in place with effective mechanisms. Annual reports were presented to the management, donors, stake holders, beneficiaries and to the government. Projects are executed according to the terms of conditions of the funding agency and complied with desirable standards of accountability and credibility of the institution in the use of funds disbursed. All the stake holders ensure to deliver maximum benefits at minimal cost. Policies are redefined with quality practices ensuring optimal financial management.

Finance and accounts department maintains all systems and procedures for financial management. Annual internal auditing, followed by external auditing is done by the chartered accountants and ensures timely submission of returns. Project investigators and research cell maintains all the finance related documents and a purchase committee is constituted for e tendering and procurement of equipment. Statements of expenditure, quotes, bills and other related documents were submitted for external auditors and timely submission of UC, SE, and audited statement of accounts along with progress reports are ensured by PIs and Co PIs of the projects.

Students' fees, management contribution and bank loans are the major fund resources. Bank loan for infrastructure development is secured for the new science block. For research, grants are secured from state and central government. Industry consultancies, NGO contributions are also the source of funds for research and development. Seminars and webinars are organized with the support of industry and government. Financial planning and budgeting are done well in advance and presented in board of management for approval. Utilization and monitoring mechanisms are derived, and the committees are constituted for purchases of equipment. E-tendering mechanism is followed for procurement of grant related equipment. The institution maintains a system in which daily financial transactions are appropriately authorized, recorded and documented. The system is computerized using standard software.

Financial advisory committee is constituted with trustees, chairman, director, principal, HODs, finance officer, and external finance advisor. Vouchers, cheques, DDs, online transfer is the regular payment mode. Each transaction is entered into the financial system while bills and vouchers are filed separately. Each voucher should be supported by proof of payment such as bills, invoices, and receipts. Process is defined for specific expenditure for co-curricular and extra-curricular activities. Budget proposed by respective departments will be presented in the strategic meeting and submitted after including the recommendations by the advisory board. The consolidated budget is prepared in consultation with principal and presented to

the management for approval. After the approval the finance department sanctions the same under respective heads. IQAC monitors and advises inclusion of budget for resources for quality enhancement in academics, infrastructure, and research activities. Annual pre budget meetings, budget presentation and expenditure reports were documented by finance department.

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

6.5 Internal Quality Assurance System

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

Response:

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

Vision of the IQAC is to inculcate quality culture by innovative practices and catalysing the holistic growth of its stake holders. The mission of IQAC is to promote quality in teaching-learning, providing research atmosphere, to encourage consultancy and enhance quality at all levels. IQAC designs and deploys strategies and dynamically augments quality in academics, administration, and research. Institutional quality policy has been drafted by IQAC and disseminated to all the stake holders for implementation. Based on IQAC recommendations institute secured ISO 14001:2015 and ISO 9001:2015 for institutionalizing the quality assurance strategies and processes.

Academic quality assurance: Academic policy states and defines the various activities and strategies for improving quality in teaching, learning process. The IQAC conducts strategic meetings with academic cell and chart out program plan. All the stake holders participate and provide inputs for designing curricular, co-curricular activities. Innovative practices such as allotment of assignments, which can be later published as a book chapter, redesigning practical, the cumulative result of which can be published, are introduced, and implemented. IQAC monitors all the quality initiatives of the academic cell and involves in academic audit. The recommendations and suggestions of IQAC for academic quality assurance are followed and complied by academic cell. IQAC organizes seminars, FDPs and lectures on innovative teaching practices, usage of LMS for COPO attainment and outcome-based education.

Administrative quality assurance: Institution policy and procedures document is redefined clearly stating

the procedures and operations for smooth functioning of institution. HR and infrastructure maintenance cell under the guidance of IQAC derives SOPs for labs, equipment, and other infrastructure. IQAC involves in annual administrative audit process and inculcates quality consciousness in all the stake holders. Institutional disciplinary committee, infrastructure maintenance committee has defined roles and responsibilities. IQAC monitors the activities, and all the cells and committees submit action taken report based on the recommendations of the IQAC.

All the activities of examinations, assessments, are digitalized and executed by examination cell. Sanctity of examinations is monitored, and institutional regulations were strictly adhered. During covid 19 pandemic, Covid monitoring committee-maintained campus and examination center as per the guidelines and regulations of the government.

Research quality assurance: Vision document on research and innovation policy is defined by research cell and IQAC. This is disseminated to all the stake holders. IQAC resolved to inculcate quality culture in research and recommended to proceed with DSIR recognition and NABL accreditation. A committee is being constituted for system generation, preparation for NABL accreditation and SOPs of laboratories. Training and awareness programs were organized by IQAC for teaching faculty and students on safety, hygiene, ethics, plagiarism and quality assurance.

Institutionalization of quality assurance: The purpose of this quality assurance plan by IQAC is set forth the principles and practices in quality enhancement and institutionalizing quality assurance through creating a policy and implementation in teaching, learning and administration. This is done by carefully designing and deploying through software. Reviewing, monitoring, internal auditing and external auditing mechanisms and complying with the recommendations are practiced by IQAC.

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

6.5.2 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)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

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

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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Promotion of gender equity

Unity in diversity is the motto of Padmashree and has a strong emphasis on gender equity and inclusion. Institution ensures implementation of policies and provides equal opportunities to all individuals irrespective of gender, religion, caste, race, social origin, language. All the cells and committees are carefully constituted by nominating members from all the segments. Continuous awareness programs and encouraging events are organised to enable equality of opportunity. Institution maintains ethical standards, distinctive work atmosphere and cultural diversity by celebrating all the national, international events, festivals, and specific commemorative days. Gender audit provides a clear indication for corrective measures and based on these promotional activities are planned and organised.

Institution initiates the following measures for the promotion of gender equity:

- Equal opportunities for men and women in the appointments, leadership roles, HODs, mentors and class teachers.
- Female members are nominated and given fairness in leadership roles such as convenors and coordinators of different cells and committees
- Equal opportunity is given for both the genders and female students are given fairness in leadership roles in areas such as the students council, clubs, functional Units, class Representatives, and other organizational bodies of activities.
- For student inclusive committees such as anti-ragging, anti-sexual harassment Female students are treated equally to their male counterparts.
- Equal opportunity is provided in extracurricular and co-curricular activities.
- The curriculum component and value-added courses include equity and sensitization topics
- Hostel accommodations for both are adequate and for girl's hostels female resident warden and high levels of security is provided.

Initiatives to celebrate national and international commemorative days, events, and festivals

Institution inculcates ethical and moral principles and makes conscious efforts in instilling social responsibility, patriotism, unity, and communal harmony. Institution celebrates national and festivals and commemorates events. This promotes tolerance, communal peace, and inclusivity among students and staff. Following days of national and international significance are observed in the Institution.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years (Within 500 words)

Promotion of gender equity

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

7.2 Best Practices

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

Response:

1. Title of the Practice

Ideation, innovation, and incubation: Nurturing a thriving research and innovation culture.

2. Objectives of the Practice:

- Igniting research philosophy in all stakeholders.
- Promoting research and innovation and reaching out to the community.
- Establishing a centre of excellence in translation research.
- To emphasize concepts of ideation, innovation, invention, and incubation.

3. The Context:

Contextual features and challenging issues addressed while implementing best practices in research.

Innovation culture: compulsory research projects ignited creative thinking and innovating ability.

Leadership support: Leaders with experience as scientists in reputed organisations.

Resource allocation: Investments and grants enabled to establish perfect research ecosystem. Research communication: Pitch desks, think tanks, social media, journal club, and science forums.

Collaboration: MOUs with industries, institutes, NGOS, and individuals

Intellectual property rights management and research ethics is done effectively.

4. The Practice

Research and innovation practices are critical components of higher education, and they play a vital role in driving economic growth, improving social welfare, and advancing scientific knowledge. In the context of India, the National Education Policy (NEP) 2020 has identified research and innovation as one of the key pillars of higher education, with the goal of transforming India into a global knowledge superpower. Hence included as a compulsory component of under graduation and post-graduation programs.

One of the unique aspects of research and innovation at Padmashree Institute of Management and Sciences is integration of research and innovation into curriculum, wherever possible. The institute's rich and diverse expertise provided valuable insights and perspectives and provided an opportunity to students and faculty for ideation, innovation leading to invention. Additionally, PIMs has a large talented pool of young researchers and scientists who have the potential to make significant contributions to their respective fields. However, there are also several constraints and limitations that may hinder the effective implementation of research and innovation practices in higher education system. One of the most significant challenges is the lack of adequate funding for research and development activities, which can limit the scope and impact of research projects.

5. Evidence of Success

Padmashree has several laurels with respect to research and innovation. Faculty has completed several funded research projects and published papers, books and secured patents. Students are oriented towards research and encouraged and enabled to secure research grants. Students are posed with industry grand challenges and environmental issues for product and process development. This enabled students to get exposed to industry and ignited to start their establishments. Consistently students and faculty get prizes in national and international conferences for their research findings. Community research is evidenced by successful completion of two community-oriented research projects supported by Department of Science and Technology.

6. Problems Encountered and Resources Required

Financial resources and infrastructure are a constraint, and this was made the responsibility of the researcher. This enforcement brought ignited the zeal for securing grants, consultancies and service providing. Publication another challenge which is strategically planned, and all the students and faculty were brainstormed by research advisory and given a target to convert their regular practical, case study, project into a research problem. These successful works shall be published, and every student is expected publish.

Title of the Practice

Health for all through Nature, Nutrition and Nutraceutical Practices

Objectives of the Practice

The major objectives are to promote nature conservation, eat right with nature's best and inculcate the principle of prevention is better than cure may it be illness to environment or to human beings. This shall be achieved by organising community outreach, awareness about the concepts, establishing a nutraceutical herbal garden.

3. The Context

Designing and implementing best practices of health for all through nature, nutrition, and nutraceuticals, requires addressing a variety of contextual features and challenging issues, such as Socio-economic and cultural factors to ensure that everyone has access to the resources they need to maintain a healthy diet. Addressing climate change, pollution, and access to clean water for ensuring sustainable and equitable access. Health literacy and providing education and resources to support healthy eating habits is critical.

4. The Practice

The best practice mentioned is unique as it a holistic approach for building a healthy nation. The future of the country needs to be trained and in turn sensitized to train the community with the concepts of living in harmony with nature. This will lead to have a healthy environment and sustainable utilization of resources. The next most important is nutrition for all, food and nutrition security need to be addressed and the concepts need to be correctly planted in the minds of young minds. Mindful eating and the concept of let your food be thy medicine, need to be promoted, which will finally lead to a eat right campus and healthy campus.

With rich biodiversity, eat right culture, India is blessed with these concepts integrated into our heritage, now part of NEP 2020. Following the concepts of nature, nutrition and nutraceuticals can bring humongous change in campuses.

5. Evidence of Success

There are unique programs on nature, nutrition, and nutraceuticals and the same are offered as trainings, seminars, and workshops to all other students in the campus. Eco club initiated by students' campaign in nearby villages, organises street plays, conducts exhibitions, fests where competitions are held for creating wealth from waste. Student eco stores sells products and promote eco awareness. The nutrition department organises, breast feeding week, national nutrition day, world food day, during which students are encouraged to take up challenging issues and create awareness. Series of seminars, Nutraceuticals, industrial visits, herbal garden created a benchmark and institute.

6. Problems Encountered

It is challenging to inculcate these concepts in all the stake holders. Especially students changing mentality to buy materials online, is creating a room for unhealthy food consumption, and room for accumulation of lot of plastic packaging material. The gap between myths and realities in understanding and implementing the concepts of nature, nutrition and nutraceuticals need to be bridged. Resources required are trained staff, sustainable energy management, recycling units, biodiversity park and virtual nutraceutical museum.

File Description	Document
Best practices as hosted on the Institutional website	View Document

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:

Padmashree Institute of management and sciences has been envisaged to establish as a centre of excellence in higher education and research. Institute is committed towards quality education, skill development, industry integration and self-sustainability. The main objective is to create holistic eco-system for global competencies among youth. The mission is to inculcate culture of excellence and achieve organizational goals together. Padmashree is moving forward aggressively to bring new life to school of life sciences to make it the most powerful intellectual platform in the country by removing structural and budgetary boundaries and facilitating multifaceted collaborations. This is aimed to be the single most important intellectual venture during the past 22 years and may be unique for the next 20 years. The distinctive approaches to achieve this are as follows.

Biotech Finishing School: A first of its kind in India and a flag ship program conceived by department of IT, BT, S&T, Government of Karnataka and selected only 11 institutions for provide skill training in specific domain. Padmashree is the only Institute ventured to start a program in Nutraceuticals and Food processing with state of art laboratories with a grant of 1 crore. Later approached Department of Biotechnology and secured fellowship for students. The program offered is designed to provide six months of academic training and six months of industry internship. The pedagogical methods followed are innovative and students are mentored and made industry ready. 100% internship and placement record achieved. Padmashree got selected even for the second phase which is named as Biotechnology skill enhancement program.

DDU KAUSHAL Kendra: Based on the experience of BT Finishing school, Institute applied for DDU KAUSHAL Kendra, conceptualized by UGC, New Delhi to offer multi exit and entry programs in Food Processing and Nutraceuticals, addressing major challenges in processing industry. One among four institutes selected from Karnataka and only Institute which is offering this unique combination of Nutraceuticals and Food. The program envisaged, is integrated into the model curriculum of sector skill councils of National Skill Development Council and program is aligned to specific job roles as per national occupational standards and national skill qualification framework.

Life Science Sector Skill council (LSSSDC): All skill-based programs recognised by UGC, New Delhi, affiliated to Bangalore university are accredited to LSSSDC and Food sector development council (FSDC) for specific job roles. Teachers are also trained by sector skill council to learn and teach industry-based skills. Students were trained by industry experts to clear the assessments conducted by sector skill councils

Central Instrumentation facility: With the grants received from Department of Science and Technology, (DST-Fist), New Delhi, Department of Science and Technology (K-Fist Level II), Government of Karnataka, Department of IT, BT, (BTFS), Government of Karnataka a central instrumentation facility with high end equipment is established. R&D facility with quality control lab for nutraceuticals and food, animal cell culture facility, semi commercial plant tissue culture lab, proximate lab, sensory lab, molecular biology lab, nutraceutical and food product development facility are established as per industry standards.

BioDHrona: Student training and placement cell focussed on holistic development, integrates training in a programmed manner right from the beginning of the semesters. Identifies and segregates students interested in industry jobs, competitive exams, private sectors, entrepreneurship, and higher education initially and offer them specific training, internships, and placements.

Industry and academia connect: Industry MOUs and support for training, internships, visits, consultancies, and placements are active. The distinctiveness is integration of workshops, value added and certificate course along with curriculum. Students are encouraged for compulsory on job training or internships during semester breaks. MOUs with Merck and Biocon Pvt. Ltd is for identifying job roles and joint training to students. **Virtual industry visits** were organised during the pandemic.

Science forum and Student empowerment through clubs: An excellent platform for the students and by the students, where talks, debates, quiz programs, exhibitions, boot camps, fests and competitions were organised. Students were facilitated to initiate Health and nutrition club, Yoga club, Eco club, Innovation club and social media club. Students are actively engaged, and all the clubs conduct events, fests, and hackathons throughout the year.

Alumni Awards: Awards and prizes are instituted to successful alumni and presented during the annual Alumni meet. One deputy coordinator for every batch is identified and given with the responsibility of networking, updating the alumni details, and securing the achiever list.

Entrepreneurship Development Cell: This cell with industry members on board, promotes, ignites, and develops entrepreneurship attitude in students. Awareness is generated and regular alerts were sent with respect to funding opportunities. Think tank provides grand challenges, industry related problems and environmental issues. Students are allocated with projects, product development or investigations, surveys to ideate, innovate and invent. At the end pitching sessions, product displays and presentations were organised before the jury of industrialists, venture capitalists and expert members. Boot camps were organised for inspiring students.

Incubation and Patent facilitating centre: Inception of virtual and real time incubation centre in the institute is aimed at promoting edutech, life sciences, food, nutraceutical, and clinical research. This incubation centre will not only cater to the R&D, but also for pilot scale and market study. Different arms of incubation centre which will be established are, incubation suits, loan licensing, testing, pilot production, packaging, virtual incubation, mentoring, technology transfer, seed funding, patent support, proposal drafting and quality control.

Virtual Nutraceutical Museum: A novel initiative of Padmashree is inception of virtual nutraceutical museum, where all the nutraceutical herbs, raw materials, products will be displayed with entire information.

Nutraceutical, medicinal and aromatic plants garden: Herbal Garden was established with scientific names, common names, families, and uses are displayed.

Community outreach and nutritional counselling: Students are involved in community outreach for creating awareness about health, hygiene, malnutrition, deficiencies, and environmental issues. During pandemic online nutrition counselling is extended by CND students. Students in collaboration of NGO Telemedicine and teleconsultation was offered. Many students were involved in creating awareness about masks and vaccination.

International collaborations: MOUs with Oklahoma State University, IUP and Arwinia university for higher education and internship support

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

From the day of inception Padmashree Institute of Management and Sciences, is focussed on research and development. With a strong background of research and industry orientation, institute is striding towards autonomous status. Within the limits of university regulations, institute is committed to provide skill development and job orientation for every student. PIMS encourage and ignite research and entrepreneurship aptitude among students and faculty. Most of the programs initiated are first of its kind and got supported by UGC, New Delhi, Department of Biotechnology, New Delhi, Department of Science and Technology, Information technology and Biotechnology, Government of Karnataka. The landmark program as Biotech Finishing School, supported by Government of Karnataka is a turning point and laid foundation to start B.Voc and M.Voc in Nutraceuticals and Food processing and PIMS is the pioneer in such programs. Student research grants is a feather in the cap and every year students consistently secure small research grants. Highly successful industry collaborations for internships, consultancies, placements has bridged the industry and academia gap. Regular trainings and outreach programs funded by government is an achievement and enabled to transfer the technology and reach the community. Food Processing and Nutraceuticals program is also accredited to National Skill Development Corporation (NSDC) and curriculum is aligned to NSQF's corresponding levels. This prompted institute to start with plethora of programs in food sector. Quality being very important aspect of food industries, institute got selected by UGC, to start B.Voc and M.Voc in Food technology and quality management and catering to the industry by providing skilled manpower. Nutrition a buzz word in the post pandemic era, need trained professionals in hospitals, fitness centres, health food product developers, and nutrition care industries. Padmashree is the first co-education institute in Bangalore to start with U.G and P.G programs in clinical nutrition and dietetics to cater to all the above-mentioned industries. With this background institution is marching forward to start with community innovation centre in food and nutraceutical sector and got shortlisted by NITI AYOOG for funding. The entrepreneurship development centre and incubation centre is envisaged to nurture budding entrepreneurs and innovators.

Concluding Remarks :

Padmashree Institute of Management and Sciences has been envisaged to establish as a centre of excellence in higher education and research. Institute is committed towards quality education, skill development, industry integration and self-sustainability. Every effort is made to create an environment on campus where learning can be pursued freely and fearlessly. Its workplace values inclusion and diversity and has a strong ethical foundation. The Institution upholds the highest ethical standards in all its operations. Equal opportunity is provided to people of different socio-economic, religious, and cultural backgrounds. Safety, security, and well-being, as well as gender equity and a positive work environment, are the Institution's top priorities. The growth chart of institute is consistent with diversified programs and increased number of students. Student achievements include many university ranks, placements in reputed organisations and publications. Bridging industry and academia gap is the mission for all the departments and enabled MOUs and active collaborations with more than 100 organisations. Overall, an education and research ecosystem at Padmashree is vibrant, with all the required amenities for crafting a successful person. Institute is striding towards a goal of becoming autonomous research oriented institute recognised globally. The scientific temperament of the institute is beyond leaps and bounds. The team at Padmashree is most valued asset which is working in tandem with the vision and mission of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 756 Answer after DVV Verification: 672</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>463</td> <td>388</td> <td>370</td> <td>335</td> <td>270</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>462</td> <td>388</td> <td>370</td> <td>335</td> <td>270</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>910</td> <td>840</td> <td>760</td> <td>740</td> <td>680</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>910</td> <td>840</td> <td>760</td> <td>740</td> <td>620</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	463	388	370	335	270	2021-22	2020-21	2019-20	2018-19	2017-18	462	388	370	335	270	2021-22	2020-21	2019-20	2018-19	2017-18	910	840	760	740	680	2021-22	2020-21	2019-20	2018-19	2017-18	910	840	760	740	620
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2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>462</td> <td>388</td> <td>370</td> <td>335</td> <td>267</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	462	388	370	335	267																														
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
249	187	172	153	135

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
910	840	760	740	680

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
455	420	380	370	310

Remark : As per clarification received from HEI, DVV input is recommended.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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)

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	31	30	29	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	31	28	25	18

Remark : As per clarification received from HEI, DVV input is recommended.

2.6.2 Pass percentage of Students during last five years

2.6.2.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
259	331	264	146	96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
299	328	262	144	96

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
279	349	287	154	107

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
320	348	288	153	105

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.67	0.00	0.16	35.32	225.12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.16	20.00	35.32	0.00	166.12

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	7	7	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	7	7	6

Remark : As per the clarification received by HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	13	5	21	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	09	07	13	21

Remark : As per clarification received from HEI, DVV input is recommended.

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
176	8	14	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	07	14	1	0

Remark : As per the clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
102	89	91	39	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
102	89	91	39	11

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
438	358	306	167	114

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
299	328	262	144	96

Remark : As the data for this metric i.d. 5.2.2.2 should match with the data for the metric i.d. 2.6.2.1. And as per the clarification received from HEI, DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	6	49	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	3	49	3	0

5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

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

36	6	49	3	0
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	3	49	3	0

Remark : As per the clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	0	2	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	01

Remark : As per the clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	24	18	19	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	17	13	19	12

Remark : As per the clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70	40	32	26	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
72	57	45	35	39

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1037</td> <td>933</td> <td>851</td> <td>644</td> <td>424</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1037</td> <td>934</td> <td>852</td> <td>645</td> <td>424</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1037	933	851	644	424	2021-22	2020-21	2019-20	2018-19	2017-18	1037	934	852	645	424
2021-22	2020-21	2019-20	2018-19	2017-18																	
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