



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DAYANANDA SAGAR BUSINESS ACADEMY**

UDAYAPURA, B M KAVAL, OPPOSITE ART OF LIVING INTERNATIONAL  
CENTER, KANAKAPURA MAIN ROAD

560082

dsba.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dayananda Sagar Business Academy (DSBA) is a modern Business School under the prestigious Dayananda Sagar Institutions (DSI). DSI draws a legacy of more than five decades in providing value based professional education and caters to more than 15000 students from 22 different nationalities in 100 varied disciplines. At DSBA we offer Under Graduate programmes in Business Administration, Commerce and Computer Applications. DSBA focuses on Values, and application of Knowledge & Skills to transform students to competitive business leaders and global professionals. Expert faculty with right mix of industry and academia facilitate the learning and all round development of students through innovative and advance teaching methodology.

DSBA is located at Udayapura, Kanakapura Main Road, which is a semi-urban setting. DSBA as a brand attracts students from various locations of Bangalore and taking the locational advantage, the institution attracts students from nearby semi-urban and rural localities too. The institute is affiliated to Bangalore University and offers undergraduate programs in Commerce, Business Administration and Computer Application. Equal opportunity is given to both male and female students from various sections of society.

### Vision

To become a centre of excellence in education, research & training and to produce citizens with values and exceptional leadership qualities to serve national and global needs.

### Mission

- To provide innovative educational opportunities and student support services that lead to holistic education.
- To provide a sustainable and accessible environment to support and encourage student potentials by building on the vibrancy of DSI while being guided by the principles of integrity, innovation, creativity and quality.
- To foster personal and professional success through the development of critical thinking, effective communication, creativity and cultural awareness in a safe, accessible and affordable learning environment.

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

### Institutional Strength

#### Strengths

- Capacity to execute Academic, Co-curricular and Extra-curricular activities in accordance with the institution's vision.

- Modern infrastructure in serene and sylvan surrounding provides conducive learning environment.
- Proficient and well-qualified facilitators contribute to the holistic development of students.
- Adequate learning resources [Wi-Fi enabled campus] and quiet Library environs.
- Transparent and inclusive admission policy ensures equal opportunity to all aspiring students.
- Melting pot ethos in the institution broadens cultural tolerance among learners.
- Global perspective to students through the Global Captivation Programme.

## **Institutional Weakness**

### **Weaknesses**

- As a budding institute, yet to attract aspiring talented youth from across borders.
- Procedural delay in implementation of some of the proposed activities
- Being a part of big brand DSI, prospective students and parents often end up taking admission at main campus

## **Institutional Opportunity**

### **Opportunity**

- Scope for liaison with international institutions for exchange programs
- Start additional UG and PG programs, research center
- Hybrid learning mode ensures student receive best of both face – to – face learning and online learning modes
- Establishing linkages with institutions of repute, NGO's and local community to exploit our potential to the fullest.
- Increasing enrolment ratio
- Industry link & Industry centric curriculum

## **Institutional Challenge**

### **Challenges**

- Ever growing HEI's in the neighbourhood poses *challenges* for enhancing and maintaining quality. Improving market share with relatively high fee structure in comparison to the competitors in the vicinity
- The university seldom updates the curriculum and as an affiliated institution, there is no freedom to modify the curriculum according to the needs of the students and the industry.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

The vision and mission statement of DSBA is the guiding force for planning, designing, and delivery of the academic, co-curricular and extra-curricular activities. All programs have adopted and implemented the CBCS. Notwithstanding the framework given by the affiliating university, DSBA has identified suitable certificate courses and programs such as Global Captivation, Youth Empowerment Skill and Outbound Training to augment students' learning. More than 70% faculty participate in BOE, BOS and Curriculum Orientation workshops which enhance their understanding of strengths and weaknesses of curriculum and help in suggesting actions to fill the gaps. Alumni, student and faculty feedback on curriculum plays a significant role in the curriculum design and delivery.

Tally & Digital Marketing courses have been introduced in all programs & MOOC in B.Com program in the last 5 years. These add-on courses have benefitted and enhanced the students' career prospects.

Efforts have been made by the institution to integrate cross cutting issues such as gender sensitization, environment and sustainability etc., by organising innumerable guest lectures, seminars & workshops to keep students abreast of the burning issues & latest developments in the society.

Imparting life skills help in fostering positivity among students thus becoming active classroom participants and successful & valuable citizens. DSBA has made fruitful attempts to improvise curriculum within the limited scope and delivers value to students.

## **Teaching-learning and Evaluation**

DSBA provides equal opportunity to students from different geographical regions and socio-economic background. On an average about 10-15% of students admitted are from other states and countries, and about 50% of students belong to reserved categories.

Orientation session and Bridge program conducted during the beginning of the academic year help the First Year UG students to transform and acclimatise themselves to the needs of UG programs. Quick learners are encouraged to take part in conferences/workshops/seminars to bring in improvement and incremental growth in their approach to do things as well as gain a wider perspective on issues. They are also given a chance to assist in coordinating the international conferences held annually in the college. Over six student lead club activities organised in the institution gives an opportunity to slow learners to learn and develop confidence.

With an average student faculty ratio of 20 to 1 every student gets significant attention. Class Coordinators of respective classes take care of specific student needs. A blend of activity based and technology based learning with traditional methods enhance student learning. Wi-Fi enabled campus with more than 80% class rooms fitted with LCD projectors facilitate quick search as well as presentations.

Involvement of faculty in research activities help them bring latest information to class rooms. Prior information to students about internal assessment and weightage for components of internal marks, help students to prepare themselves to perform better. In case of grievances regarding university evaluation and results, students are given all possible assistance to resolve the same. DSBA has made attempts to encourage outcome based teaching learning process by articulating and assessing program and course outcomes on an experimental basis. Consistent increase in the pass percentage of students in university examination is a testimony to the improving performance of the institution.

## **Research, Innovations and Extension**

DSBA has organised four International Conferences, 27 FDP's and many guest lecture sessions for faculty to keep them updated about topics relevant to academics. At present 4 faculty members are doctoral qualified, 6 are qualified with M. Phil, and 7 are pursuing their doctoral program. More than 50 research papers were presented by faculty members at various national and international conferences and more than 25 papers of theirs were published in the last five years.

DSBA is proud to have an active NSS Unit that has hosted more than 35 activities that has had a significant social impact, which also includes 7 days special camp during Feb, 2016 and Oct, 2017. The NSS unit has been recognised by Bangalore University for its good work and has awarded Grant-in-Aid from 2018-19. DSBA has NCC wing under 2 KAR BN NCC Group 'A' and Goa NCC Directorate and has conducted more than 40 Parades (Drills). 35 students have attended various camps. One of our students has won inter group firing competition and represented the state at the Republic Day parade 2019 at New Delhi. He was further selected to attend the Youth Exchange Program (YEP) at Russia.

DSBA has linkages with 71 organizations and 19 MOU's supporting various extension activities for designing and delivering additional academic courses.

Involvement of students, faculty and staff members of DSBA in Research and Extension activities has led to improvement of academic delivery and student development.

DSBA has been publishing a bi-annual Journal of Research in Management, with ISSN 23948787 since 2015. To encourage students' involvement in creative writing, a tri-annual News Letter 'PRATIBIMB' is being published since 2016.

## **Infrastructure and Learning Resources**

A campus constructed on a 7.3 Acre plot, DSBA offers the required amenities for a conducive learning environment. Spacious adequately ventilated class rooms with comfortable seating arrangements keep students motivated and active to learn through the day. ICT facility such as internet connectivity and LCD projection systems help faculty and students to keep themselves up-to-date.

Library and information centre automated with LIBSOFT, well stacked with resources, including e-resources is housed within campus and provides easy access to information. Digital Library with access to data bases such as ProQuest, Science Direct, IEEE, Taylor-Francise, D-Space etc are available for access.

Facilities for a wide range of sports activities, both indoor and outdoor encourage students to be full of life and energetic. A well laid out amphitheatre is available for conduct of cultural and other activities involving larger number of students. A canteen that offers a wide variety of food and a clinic with facilities for emergency first-aid are also available on campus.

A well - equipped computer lab, business lab and language lab & digital library enhance student learning.

## **Student Support and Progression**

Holistic development of students is the guiding force in designing and delivering academic activities at DSBA. The institute has identified many learner centric capability enhancement schemes. Global Captivation Program, Youth Empowerment Skills, courses on Digital Marketing, Tally/ GST, Financial Modelling and training for CA/CS aspirants, CompTIA, Oracle, Corel Draw, Python, Foreign languages etc. cater to varied student needs.

Deserving students are given merit scholarships by the institution and facilitated with government scholarships.

Being a ragging free campus, students feel safe. In case of any issues and grievance, students can approach grievance redressal cell or the class teachers and get them resolved.

Students are encouraged to take active part in conducting co-curricular and extra-curricular activities under student clubs and on an average five such activities are conducted per semester.

Intercollegiate sports, cultural and academic competitions are organised annually. On an average students participate in at least four events organised by other institutions and have brought laurels to DSBA. Taking advantage of the career assistance provided here, more than 30% of students get placed before they are awarded with degree and about 10% students pursue higher education.

Being a very young institute and having a small group of alumni is not seen as a setback as the annual alumni meet during 2017, 2018 and 2019 attracted more than 60 participants who engaged themselves in various constructive activities and discussions.

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

Driven by the mission of the institute, DSBA provides a blend of traditional and experiential learning environment to students. Aably guided by top management, Principal is empowered to take academic and administrative decisions. Committees and clubs are given sufficient autonomy which ensures decentralisation. This in turn leads to smooth functioning of the regular organised activities.

Since 2016, DSBA has adopted technology for communicating with students and parents (OPTRA and Pupil pod) and in 2018 adopted e-governance platform 'My DSI' that provides planning, administrative, and student support solutions.

Apart from the excellent infrastructure on campus, faculty and staff are provided with facilities such as clinic, canteen and gymnasium. Sick leave, semester end vacation, earned leave, ESI, Gratuity and PF are part of the welfare measures. Employee's children are entitled for fee concession. Faculty are encouraged to attend FDP's, workshops and seminars and on an average two or three similar programs per year are organised at campus. IQAC was formalised on 20th August 2017 to ensure quality academic delivery and has organised number of relevant events so far.

IQAC has started streamlining and designing academic activities of the institution, also with an objective of attracting proficient students and faculty, and thus aspiring to make a mark in national level rating and ranking by 2025.

### **Institutional Values and Best Practices**

DSBA has been consistently making efforts to promote best practises. Sensitising students about environment, gender equality, health and hygiene and social issues etc., has been integral part of student learning. Availability of counselling and mentoring facility, friendly approach by senior students, ever supporting faculty members, make students feel safe and secure. Girls' common room and presence of higher percentage of women faculty member's as well housekeeping staff (mostly women) make girl students comfortable on campus. More than 20 close circuit cameras (CCTV) placed at strategic positions cover the campus area and enhance security.

Campus infrastructure supports physically challenged students with facilities such as ramp, lift, parking, separate rest rooms, clinic and human assistance as and when required.

Campus is well maintained with appropriate measures taken for solid and liquid waste management.

Rain water harvesting enriches water table. Landscapes, water bodies and well laid pedestrian friendly paths with green surroundings offer the most conducive environment for learners. Energy use is supplemented by solar energy.

Celebration of National festivities, blood donation camp, ethnic day, essay competition etc., are organised to inculcate values and national spirit.

Club activities, extension activities, Dr.BR.Ambedkar Research Centre & activities related to UN PRME promote universal thinking among students.

Unique events like Global Captivation Program (GCP), Outbound training and skill development programs, Youth Empowerment Skills(YES!+) program on continual basis provide students with an extra edge.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DAYANANDA SAGAR BUSINESS ACADEMY
Address	Udayapura, B M Kaval, Opposite Art of Living International Center, Kanakapura Main Road
City	Bangalore
State	Karnataka
Pin	560082
Website	<a href="http://dsba.edu.in">dsba.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sandes	080-9980922121	9108025270	080-28432909	dean@dsba.edu.in
IQAC / CIQA coordinator	Veena K N	080-9036002978	9445762121	-	sandepillai@yahoo.com

Status of the Institution	
Institution Status	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	
Date of establishment of the college	31-07-2009



**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Karnataka	Bangalore University	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

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

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1596600516.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Udayapura, B M Kaval, Opposite Art of Living International Center, Kanakapura Main Road	Urban	7.33	3945.764

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA, Commerce And Management	36	Pre university or equivalent	English	120	41
UG	BCom, Commerce And Management	36	Pre university or equivalent	English	120	120
UG	BCA, Computer Science	36	Pre university or equivalent	English	60	25

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	1				1				26			
Recruited	1	0	0	1	0	1	0	1	6	14	0	20
Yet to Recruit	0				0				6			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				3
Recruited	1	2	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	4	1	0	5
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	4	10	0	14

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		4		6

**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	110	12	1
	Female	60	3	0	0	63
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	6	10	4
	Female	3	5	9	3
	Others	0	0	0	0
ST	Male	2	1	3	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	62	49	65	40
	Female	40	34	36	10
	Others	0	0	0	0
General	Male	52	59	41	60
	Female	19	18	10	18
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		186	173	174	135

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
89	89	89	89	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

### 2 Students

#### 2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
486	430	409	384	298
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
150	150	140	140	140

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

### 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
147	102	116	107	31

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

## 3 Teachers

### 3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	25	24	23	25

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

### 3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	27	25	24	25

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls



**Response: 15**

**4.2**

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

2018-19	2017-18	2016-17	2015-16	2014-15
54.98	65.09	121.70	176.47	141.38

**4.3**

**Number of Computers**

**Response: 150**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 135**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Dayananda Sagar Business Academy is affiliated to Bangalore University and hence, follows the curriculum prescribed by the university, and the college does not have the liberty to develop and implement its own curriculum. Notwithstanding, efforts are made, within the limitations of the prescribed framework, to supplement the curriculum wherever deemed necessary.

##### Curriculum Planning

- Prescribed curriculum / updates on the curriculum by the Bangalore University is received by the Head of Department. Same is discussed among Principal, Dean, HOD and faculty members.
- Upon receiving the Bangalore University's Calendar of events, the HOD makes the semester calendar of events for implementation. This includes the academic, co-curricular and extra-curricular activities planned for the semester.
- The course titles & syllabus are circulated & faculty's preference /choice of the courses is taken into consideration.
- Course allotment is done based on the faculty's choice, experience, qualification and Competence. HOD consults Principal/Dean and intimates the faculty about the course allotment.
- Faculty makes a lesson plan in the work diary for a period of sixteen weeks for the courses allotted to him/her.
- Session wise lesson plan for the course is uploaded on *MyDSI* portal, an e-governance platform developed and maintained by DSI.
- Faculty members are encouraged to attend orientation programs conducted by Bangalore University on CBCS Curriculum, to get themselves updated with the changes in the program outline, course syllabi and reference books for the course.
- Eminent academicians and industrial experts are invited during the semester to or deliver lectures on current trends related to curriculum.
- Certificate /Value added courses are chosen and offered to the students based on the current trends and relevance in the job -market.
- Meeting with industry experts in the form of Focused Group Discussion (FGD) to understand the industry needs is organised and planning for new courses and training modules to fill in curriculum gaps are undertaken.
- Recommendations to modify syllabus are conveyed to Bangalore University through question paper setters and evaluators.

##### Course Delivery

- Class engagement and daily activities are updated on *MyDSI* portal.
- Progress of lesson completion is monitored by HOD/Dean/Principal.

- Syllabus completion reports are taken at the end of the 5th and 13th week. These are followed by the Internal examinations.
- Remedial classes are conducted for slow learners.
- Pedagogical tools like role play, presentations, peer discussion, case discussion are adopted by faculty to ensure active student participation.
- Industry visits/internship/Field projects add to student learning experience.
- Faculty are encouraged to attend and participate in conferences/ seminars/FDPs /BOE/BOS so as to increase effectiveness in their teaching.
- Bridge programme with an academic curriculum is offered to the first semester students before the commencement of the regular classes to prepare them for the intellectual challenges lying ahead.
- After the completion of the syllabi, feedback is taken from the students on faculty performance, course outcomes and content delivery.
- Once the end semester results are announced, result analysis is carried out and the curriculum outcomes are reviewed.

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

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

- Academic year starts as prescribed by Bangalore University. The university calendar for the academic year includes plans for academics and examination activities based on the available working/teaching days as per university norms.
- DSBA Academic calendar indicating Commencement of the semester, Last working day, Commencement of Examinations (theory and BCA practical) is prepared by HOD with the approval of Principal two weeks prior to the commencement of the semester and issued to Faculty and Students.
- Academic calendar includes the conduct of Continuous Internal Evaluation (CIE).
- The internal assessments tests for theory and lab are conducted as per the academic calendar.
- DSBA conducts two internal examinations, scheduled around 6th and 14th week of the semester.
- Quiz/case studies/class assignments/skill development activities/tests/home assignments/project group work/student presentations are regularly conducted throughout the semester by the respective faculty members to assess the students' learning.
- The Institute conducts extra and co-curricular activities including fests and club activities in accordance with the schedule in the academic calendar which provides a platform for the students to organise, perform as well as improve their talents.
- Students absenting themselves from college regularly and not maintaining 75% attendance in each course are forewarned by the class coordinators and if the issue persists, irregular *students' parents* are informed about their low *attendance*. In addition, Monthly attendance report is prepared and the students and parents are informed about the same.
- *The college mentoring program provides guidance, advice and assists students in making their college experience successful and satisfying.* Students can meet their mentors whenever required; certain Saturdays are earmarked for mentoring

- Students who have not been able to take the internal examinations due to various commitments/illness are given the test separately by the respective faculty members.
- Parent Teacher Meeting is conducted after the first internal exam to review the student's attendance and the internal examination marks.
- Low performers are identified and at the end of the semester, remedial classes are conducted to help them.
- Before the close of the semester, all students are expected to answer Bangalore University question papers of the previous five years and get them corrected for errors if any. This ensures that the students are aware of the format of the question paper and are ready for the semester end exams.
- Based on the academic tests conducted, assignments given; internal marks are calculated by subject faculty.
- The IA marks are uploaded in the university portal by the corresponding subject faculty before the University Examination.
- Students can appear for the university examination, only if he/she attains a minimum of 75 percentage attendance in each subject.

Internal Evaluation Parameter	Schedule Date as per the Academic Calendar
1st Internal Examination	6th week
Display of 1st Internal Marks	6/7 week
2nd Internal Examination	14th week
Display of 2nd Internal Marks	14/15 week
Assignment Submission / Evaluation	After completion of every Unit
Answering past 5 year BU question paper	14/15 week
Re-test after Remedial classes	After last working day

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>	
<b>Response: 100</b>	
<b>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</b>	
Response: 3	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<b>1.2.2 Number of Add on /Certificate programs offered during the last five years</b>											
<b>Response: 38</b>											
<b>1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.</b>											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	5	2	2	3	2
2018-19	2017-18	2016-17	2015-16	2014-15							
5	2	2	3	2							
File Description	Document										
Institutional data in prescribed format	<a href="#">View Document</a>										
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>										

<b>1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b>
<b>Response: 88.56</b>

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

2018-19	2017-18	2016-17	2015-16	2014-15
485	420	398	294	136

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

Core courses prescribed by Bangalore University which address Gender, Environment and Sustainability, Human Values and Professional Ethics are as follows:-

Program	Semester	Course	Remarks
BBA	II	<ul style="list-style-type: none"> <li>Organizational Behavior</li> </ul>	Professional Ethics, human values
BBA	III	<ul style="list-style-type: none"> <li>Business Ethics</li> <li>Soft Skills for Business</li> <li>Science and Society</li> </ul>	Professional Ethics, human values, Environment and Sustainability
BBA and B Com	III		
B Com	II	<ul style="list-style-type: none"> <li>Environment and Public Health</li> </ul>	Environment and Sustainability
B Com	III	<ul style="list-style-type: none"> <li>Business Ethic</li> <li>Public Relation and Corporate Communication</li> </ul>	Professional Ethics, human values
BCA	I	<ul style="list-style-type: none"> <li>Environment and Public Health</li> </ul>	Environment and Sustainability
BCA	III	<ul style="list-style-type: none"> <li>Society, Culture and Diversity</li> </ul>	human values
BBA, B.Com, BCA	IV	<ul style="list-style-type: none"> <li>Personality Development</li> </ul>	Professional Ethics, human values
B.Com, BBA	VI	<ul style="list-style-type: none"> <li>Value Education</li> <li>Creativity and Innovation</li> </ul>	human values

The institution organises various other activities which give students hands on experience on the above issues:-

1. **Society Orientation:** The college NSS/NCC team creates awareness among the people of surrounding villages on various issues. The Institution conducts many programs such as, blood donation camps, Social awareness programs & welfare services, computer awareness program for public, especially in rural areas, organizing rally on creating awareness on cleanliness, and volunteer services to schools and villages.
2. **Human values:** Community service, Visiting old age home, share a blanket, dental/Health check up, distribution of food to the poor, volunteering for flood relief etc.
3. **Professional Ethics:** Personal and professional standards of behavior expected as professionals are instilled in the students by enforcing discipline and motivating them to strive for Excellence, having an eye for details, Meeting the deadlines, developing Empathy and Compassion, being Trustworthy and Honest and having a Positive attitude.
4. **Environment and sustainability:** The NCC Cadets and NSS Volunteers take up social initiatives like Swachatha program, river rejuvenation program, tree plantation drive, rain water harvesting etc.
5. **Guest Lectures:** To drive home the point in the students about the importance of the burning issues related to the Nation, society, environment and its sustainability.

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

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 98.88

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 90.33

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 14

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

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

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected



<b>Response:</b> C. Feedback collected and analysed	
<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 56.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
186	173	174	135	148

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

2018-19	2017-18	2016-17	2015-16	2014-15
300	300	280	280	280

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

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

**Response:** 59.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
94	94	98	57	43

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

## 2.2 Catering to Student Diversity

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

#### Response:

- The institution **assesses** students based on:-
  1. Marks scored in the qualifying examination and interaction during orientation programme.
  2. Activities conducted during Bridge programme helps identify slow learners
  3. Interaction and observation by subject faculty.
  4. Cumulative performance through the year.
- Bridge programme is conducted for all the undergraduate students during the first semester to bridge the gap between their knowledge and required familiarity with respect to different courses.
- Subject faculties ensure that the students from various streams get accustomed to their chosen programs. Through bridge programme, institute also ensures that industry experts and professionals from various fields address the students and prepare them for the challenges and expectations of the industry.
- **Bridge courses:** Based on the needs, additional sessions on Communication, English, Computer fundamentals, Accountancy, Personality development and other application based courses are given to students from rural background and those who would not have studied such courses earlier.
- **Mentors-Mentee Interaction:** HoD publishes the list of Mentors and mentees; the respective Mentors have one to one interaction with their mentees and understand the progress in their academic growth, co- curricular and extra-curricular activities. This interactive system provides an understanding about the mentee.
- **Peer tutoring /Counselling:** The academically bright students are given the task of handling and tutoring the low performers.
- **Audio - Visual Media:** Students are advised to use You-tube videos, Ted-talks, BBC English learning site etc to get over the language acquisition difficulties, stammering and diction thereby making learning more fun and effective.
- **Remedial classes:** These are organized to improve the performances, to clarify the doubts and re-inforce certain difficult concepts. Past question papers are solved and discussed in the remedial classes and slow learners are encouraged to solve the model papers.
- Students are part of different management clubs and committees that cater to curricular, co-curricular and extra-curricular activities. This gives an opportunity to every student to excel and enrich themselves. The class coordinators and course faculty closely monitor them.

#### Strategies for Advanced Learners

- The advanced learners, are encouraged to participate in case study competitions, inter collegiate competitions and paper presentations across various universities. Students who are advanced learners are given past question papers to solve or asked to read beyond the syllabus and are assisted by faculty in the process. They are also given opportunities to make presentations on industry relevant aspects to enrich their knowledge.

- Students who are high scorers are encouraged to get the university ranks and centum in various subjects by special guidance and time management skills.
- These students are encouraged to become Team Leaders and counsel their peers in “Peer-tutoring” sessions.
- Students are given the guidance to excel in the Competitive / Entrance exams like CA, CS, UPSC, KPSC, GRE, TOFEL, IELTS etc.
- The institution focus on grooming the overall personality of the student to get placements, Internships by organizing the pre placement training and personality development workshops.

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

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

**Response:** 22:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

DSBA focuses on student centric methods for holistic development of students. The curriculum delivery is designed to ensure that the students get a good blend of knowledge and skills.

#### *Experiential Learning*

- Institute organises academic events such as paper presentations by students, discussions, seminars, lectures etc., to make teaching-learning process student-centric.
- Skill Development Activity classes assist students in their presentations/projects.
- Club activities provide ample opportunity for students to bridge the gap between academia and industry as well as applying theory to practice.
- The students take active part in organising various extra and co-curricular, inter/intra departmental, inter/intra-college events, which help them in developing their organising and management skills.
- Eminent personalities from diverse fields are invited to address students in Seminars, ability development programmes, workshops and group Discussions.

- Field visits involving data collection, public relation for events, internship programmes, etc. help widen student's imagination and resulting in first-hand experience.
- Educational trips, Industry visits, visits to institutions like banks, NGO's etc are organized to develop and enrich subject interest in students.
- Wi-Fi enabled campus facilitates independent learning among students. They have been provided opportunity to use tablets, smart phones and laptops in their academic pursuits.
- LCD projectors , laptops and audio-visual aids are used by faculty.

### ***Participative Learning:***

- The Institute organises International conferences, Seminars and has management clubs that nurture the myriad talents and allow creative selves to blossom amongst students.
- Centre for Innovative Leadership and Centre for Career Progression conducts various career oriented and leadership programmes to prepare students for professional needs. Various FDPs, MDPs are attended by the faculty with a view to upgrade their domain knowledge and keep abreast of the frontiers of the subject.
- Research based group projects of academic as well as practical importance are assigned to the students which helps them in reflective thinking, problem solving and to logically analyse associated curriculum.
- Academic Curriculum of the University encourages student centric learning approach by including ICT and media usage during lectures and classes, workshops, Field trips, add on courses, seminars, competitions etc.
- E-business, Tally, Financial modelling, CorelDraw, Python and MS Office etc. ensure the students are industry ready. Business-lab activities and virtual trading sessions ensures participative learning.

### ***Problem Solving Methodologies***

- The activities like brain storming session, issues reflecting on crises management and product launch etc. help students to widen their thinking capabilities under extreme time constraint.
- Students' involvement in the minor projects empower them to think critically and analytically to come up with alternate solutions.
- Regular assignments, class tests, unit tests and quizzes reinforce the level of understanding and ensures competitive spirit among students.
- Students learn problem solving techniques while coordinating various events through the academic years
- To inculcate critical thinking among students group discussions and debates are organized in which students explore new ideas and enhance their performance level as well as find answers to problems which are posed to them.

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

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

DSBA, is enable with Wi-Fi internet facility across the campus. Power point presentations are developed as teaching pedagogy to enhance students' learning. Depending upon the requirement of the course, suitable Pedagogical tools are employed by faculty. In addition to using some of the tools viz. case analysis, presentations, role play, group discussions and quiz, faculty use online teaching resources while discussing. LCD projectors and laptops are made available in class rooms and are used by faculty and students for teaching - learning process. Class rooms also have internet facility as well as Wi-Fi. Along with the traditional method of using chalk and board, faculty members also use LCD projectors as visual medium to facilitate better learning appropriate videos on plant layout manufacturing process board room meetings etc., are screened while discussing concepts and application of concepts.

Students are made to involve in class room learning through presentation and roll play to encourage experiential learning. Student led clubs are motivated to organise co-curricular and extra-curricular events. The seminar Halls are fully equipped with acoustically designed PLUG and PLAY facility to give enriching learning experience for stake holders during guest lectures, seminars and student club/Forum activities etc.

Students are made to apply their learning by organizing club activities such as debate, quiz, essay writing etc., Inter-collegiate events. Through these clubs students are also trained before attending events organised by other academic institutes. Students also present academic papers based on internship and industry visit.

Effective teaching and learning requires right information and good technology for delivery of same. Students have been provided opportunity to use tablets, smart phones and laptops to assist them in their academic pursuits.

Google classrooms are used by faculty to conduct tests and assignments. For a period of two years ONE software from DFOE was used for content development, delivery and conduct of classes. Educational videos are streamed by the faculty in the class and discussions based on the subject is carried out.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****Response:** 22:1**2.3.3.1 Number of mentors**

Response: 20

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 92.6

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 13.44**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	3	3	2

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

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

**Response:** 4.2

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

Response: 92.5

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

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

- DSBA's internal assessment is transparent, flexible and robust. The institute follows the regulations of Bangalore University for the internal evaluation process of the theory & practical subjects. Students enrolled for the first year are oriented about the process of evaluation during the orientation session and bridge programme. They are informed about the continuous assessment criteria for calculation of internal marks which is 30% of the total marks in each course. Two internal examinations, class participation, presentation on various topics, quiz are a part of continuous assessment process. CIA of students' progress includes participation in Co-curricular and Extra-curricular activities.
- Class participation is assessed using attendance and interaction in class. Class participation includes participation in class discussions, submission of assignment on time, presentation and other academic requirement during the class. This component carries 10 marks out of 30.
- As per the university norms, every student is expected to attend at least 75% of the academic sessions and therefore any student falling short of 75% will be ineligible to appear for university examinations. For all eligible students a maximum of 5 marks (out of 30) will be awarded for attendance as indicated below:

Attendance (%)	Marks



>95	5
90 – 95	4
85 – 90	3
80 – 85	2
75 – 80	1

- For a course assigned with maximum of 30 internal marks, the break-up of the Internal assessment marks is as under:-

S.No	Activity	Maximum Marks
1	Attendance	5
2	Internal Exams	15
3	Class Participation	5
4	Skill Development/ Assignments	5
	Total	30

- Two Internal examinations are conducted during every semester and carries 50% weightage (15 out of 30) in the internal assessment marks. The 1st internal is conducted after about 40% of the syllabus is completed/around 6th week and the 2nd internal is conducted after about 90% of the syllabus is completed//around 14th week of the semester.
- The process of internal evaluation starts at the classroom level. Subject teachers evaluate the internal examination answer scripts and return them to the students with the counselling classes on how to improve the answers.
- Before the commencement of the BU practical examinations, internal practical exams are conducted for BCA programme students and marks for the same are displayed on the notice boards.
- Assessment of students' Involvement in Extra Curricular & Co-Curricular Activities is a part of University requirement as well as continuous evaluation. Each of the activities namely YES!+, Sports, NCC, NSS and Club Activities carry 20% weightage and a maximum of 50 marks is allotted to Extra – curricular and Co- curricular activities.
- Each course has Skill component and a maximum marks of 10 is allotted based on the assessment of 5 skill development activities.
- Slow learners who have scored low are permitted to improve their marks by redoing the project/ assignment / tests. Subject faculty with the concurrence of HOD, are fully empowered to suggest the re-assessment of the total marks with the approval of the Principal.

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

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

#### **Response:**

- With respect to internal examinations, DSBA conducts two internal examinations during a semester. Calendar of events includes the details on schedule of internals, evaluation and Parent – Teacher meeting. Circulars before the exams also keep the students informed about the exam time table. Class teachers and course faculty discuss students’ performance and offer assistance whenever required. Students are well aware that their final marks is a combination of external marks – based on their performance in the final university examinations and internal marks – based on the continuous evaluation during the semester. Students are also aware of the components and criteria for calculation of internal marks which will be submitted to the university and therefore usually there are no grievances. The internal marks for all the courses will be informed to students by the subject faculty and any issues if exists will be resolved immediately. Parents are updated about their ward’s performance regularly telephonically/ and during the parent – teacher meeting.
- Examination committee along with program coordinators and HOD prepares the timetable of internal exams for each semester. The internal exams are conducted for the purpose of allotting internal assessment marks and academic progress. After the evaluation of the 2nd internal examination answer scripts, remedial or revision classes are conducted dependant on the performance of the student. This enhances the slow learner’s performance. These internal examinations help the 1st semester students to understand the BU exam process as they have come from a School/Board system.
- For the transparency during the exam and curbing any malpractices Examination committee has an In-house Squad, who keep a close watch during the conduct of the internal examination.
- Subject teachers evaluate the internal examination answer scripts and counsel the students on how to improve their answers. Internal assessment marks are displayed by the HOD on the notice board.
- After the results are declared students with the revaluation request or any dispute in the results can approach the HOD who further takes the matter to Student Grievance Redressal Cell and Exam Committee who in turn will advise the concerned faculty for necessary action.
- In the case of a dispute in the internal assessment marks, the concerned faculty will review the marks with the HOD along with examination committee, student grievance cell, online *MyDSI* details, attendance details maintained by the faculty, Exam answer scripts as well as the assignments submitted.
- HOD reviews and scrutinises the marks, and will suggest modifications wherever necessary. Students who are still not satisfied with the decision can escalate the matter to the Principal whose decision will be final and binding.

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

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

DSBA offers three under graduate programs viz. Bachelors of Commerce (B Com), Bachelors of Business Administration (BBA) and Bachelors of Computer Application (BCA). The academic focus is on understanding of Concepts, Application, Analysis and Integration of learnings from different courses.

Institution displays its vision, mission, objectives, programme outcomes and course outcomes on the website. The same has been conveyed to first year students during the College orientation programme and to all students at the beginning of every semester. Based on the program requirements students are given opportunity to involve themselves in various co- curricular and extra-curricular activities.

In alignment with the vision and mission of the institute, the broad based program outcomes are:

#### Program Outcomes

Students demonstrate

- Conceptual Understanding
- Ability to Apply concepts
- Ability to Analyse and Integrate learning from various courses
- Creativity, Confidence and Communication skills.

#### B Com Students will exhibit:

- Conceptual Understanding of the subject matter
- Ability to Relate and Apply concepts of commerce to Trade and Commerce
- Ability to evaluate the legal, social, and economic environments of business
- Understanding of Global Business Environment
- Effective Oral and Written professional communication skills

#### BBA Students will exhibit:

- Understanding of Management Concepts
- Ability to Analyse, Integrate and Apply concepts of functional areas of Management
- Understanding of Legal and Ethical obligations of business

- Understanding of Global Business Environment
- Ability to evaluate the legal, social, cultural and economic environments of business
- Ability to make business decisions for real time problems (through projects)

**BCA Students will exhibit:**

- Conceptual understanding of Computer science and Technology.
- Ability to Apply concepts and write Programs to provide solutions for real life problems.
- Ability to learn and adapt changing technological trends

**Course outcomes:** Are articulated by faculty teaching a particular course in the beginning of the semester. At the beginning of every unit teachers articulates on the learning outcomes which makes the teaching learning process more fruitful.

Course outcomes are measured using end of the course Multiple Choice Questions (MCQs) examinations(referred as Learning outcomes) and the results are tabulated by the course faculty. The MCQ question paper is designed with questions on concept, analysis, application and integration of courses taught during the semester in order to measure the set outcomes. The course outcomes are said to be realized when at least 75% of students score more than 50% marks. The program specific outcomes are realized when at least 75% of students score more than 50% marks on an average based on all the courses of the semester. Program outcomes are realized when 75% of students from all the three programs score 50% or more marks.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

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

**Response:**

During the academic year 2015 -16, DSBA thought of incorporating Outcomes based teaching – learning methods with a vision to improve academic quality. Outcomes for the courses were identified by the course faculty and to measure the attainment of outcomes, a Multiple Choice Questions (MCQ) based evaluation process was introduced for some of the courses. Based on the results, outcomes for additional courses were identified during the academic year 2016 – 17 and outcomes assessment evaluation was implemented. However, it was decided to keep it on experimental basis during 2017 – 18 also.

During the year 2018 – 19, outcomes for course, excluding languages, was articulated and a MCQ test was

given to students at the end of the course. Depending upon the requirements of the course, faculty would decide on the number of questions on Concept, Analysis and Application. Course outcomes are attained when at least 75% of students score at least 50 % marks. Program specific outcomes are attained when at least 75% of students score at least 50 % marks in all the courses of the semester combined. Program outcomes are attained when at least 75% of students score at least 50 % marks in all the three programs combined.

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

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 70.91

#### 2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
108	69	93	77	19

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

2018-19	2017-18	2016-17	2015-16	2014-15
147	102	116	107	31

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response: 3.21**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

NAAC

## 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: 0.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

##### 3.1.2.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

**Response:** 48

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response:** 1.13

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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



**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.5**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

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

**3.3 Extension Activities****3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

NSS is often defined as the third dimension of Indian Higher education System. It is always misunderstood as a platform for social service. Yes it is, but the primary aim is **personality development of students, which exemplifies motive of life for human being, by knowing what the spirit of giving is!**

Some of the social issues identified are- Medical help, Awareness of cleanliness, Personal Health, AIDS awareness, Need for blood during emergency, Loneliness of Aged and Orphans, Women Harassment, Gender Sensitisation, Communal Harmony, Waste Management, Drug Abuse. DSBA established a National Service Scheme, through which students have taken up number of activities.

2014 – 15

- Cleanliness drive along the villages of Udipalaya and Obchudahalli areas.
- Visit to old age home, to spent time with elders.
- Talk on river rejuvenation by Dr Lingaraju and tree plantation drive in Agara panchayat area.

2015 – 16

- Annual blood donation camp : About 130 students donated blood in association with Appaji blood Bank.
- School program on national Leaders and Ektha diwas impacted students with National integration

and secular concept.

- Shramdhan at biopark and university campus added tidiness to the geographical area and dry waste was transferred to bio plant.
- Awareness session on HIV-AIDS – students and local community realized the need of the effected people and ways to serve them more through psychological support.
- Mainstreaming transgender – Students realized the Transgender needs and available opportunities for them to lead a mainstream life.
- Workshop on social skills.

2016 – 17

- Blood donation camp – 153 units of blood contributed by students and staff at blood donation camp in association with Lions club.
- Swatch Bharath activity and share a blanket – distribution of blankets reached village folk who were in need.
- Blood stem cell awareness drive was totally a new addition made by NSS, and participants of various colleges started conducting and promoting this awareness.

2017 – 18

- Teaching program at Kagallahalli School by NSS students gave new aspect to the teaching curriculum as volunteers used audio visual interaction.
- Donations in the form of School shoes, books and stationary.
- Sessions on yoga and bio-diversity was held at Kagallahalli Govt School.
- Cleaning lake surrounding at university and channelizing water flow helped free flow of water.
- Importance of mental health - Needs of young generation was recognized through a session.
- Blood Stem cell awareness drive – in association with Datri – 105 students participated.

2018 – 19

- To uplift the groundwater level in the surrounding areas of college in association with Art of Living NSS unit organized ‘water conservation and River rejuvenation’ awareness drive.
- As part of teaching at school program session on Mud to Million – Awareness on Organic farming was organized. This drive resulted in purchase and use of organic veggies and cereals, which led to healthy living.
- Plastic free planet camp in association with Art of living brought awareness in the surroundings of Saludoddi village.
- Blood donation camp in association with LIONS Blood bank and NIMHANS – 18 teachers and 160 students participated.

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

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 11

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

**Response:** 59

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	23	4	15	3

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 79.89

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with

**industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
320	390	373	312	125

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

### 3.4 Collaboration

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

**Response:** 132

**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response:** 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	1	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Dayananda Sagar Business Academy, established in 2009 under the aegis of Mahatma Gandhi Vidya Peetha. (MGVP) Trust is constituted under section 53 (5) of Karnataka State Universities Act 1976 and College is affiliated to Bangalore University. The institution is located at campus 2 of Dayananda Sagar Institutions (DSI) opposite the Art of Living International centre.

DSBA is located in a 7.33 acre campus and has well developed infrastructure in tune to modern times to assist the students in pursuit of academic excellence as well as to develop their personality and talent in extracurricular activities. The institution has 35000 sq feet built up area for its class rooms. This campus is well planned with modern amenities. Details about available infrastructure are given below:

- Class rooms with ICT facilities and adequate ventilation
- Library-cum – Reading Room
- Digital library
- Spacious class rooms
- Well-equipped seminar hall
- Well-equipped Computer Resource Centre
- ICT Resource Centre with Internet connection
- Department library
- Clinic
- Separate common room for boys & girls
- Business LAB
- Language Lab
- Health and physical Education Resource Centre with latest fitness equipment & indoor games facilities
- Indoor and Outdoor sports facility

The Wi-Fi enabled campus and the Academic infrastructure at DSBA with technological support, faculty assistance, library resources and secured environment provides students with conducive environment to learn.

An outdoor basketball court, Indoor sports like Squash, Shuttle badminton, Table Tennis & Chess-Carom, Gym/fitness centre are being provided in the campus. Canteen facility with hygienic food is available. Yoga, aerobic activities are organized in the campuses. Many students are taking part in state and national

level events & won several awards.

The institution is a strong promoter of culture and traditions. To promote this the institution has a well laid out amphitheatre.

One state of art auditorium is under finishing touches in the campus. Seminar halls with plug & play facility. Board Rooms & Examination centres are available.

Separate hostels for boys and girls are available in the campus. They have twin and triple sharing rooms. Hostels have laundry facilities as well as entertainment Zone in addition to the spacious common room as well as the dining hall.

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

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

##### Response:

DSBA has well developed infrastructure in tune to modern times to assist the students in pursuit of academic excellence as well as to develop their personality and talent in extracurricular activities.

Details of the facility available for Sports and Extra Curricular activities

Facility	Availability
Outdoor games	<ul style="list-style-type: none"> <li>◦ Basket ball court</li> <li>◦ Short pitch cricket ground</li> </ul>
Indoor games	<ul style="list-style-type: none"> <li>◦ Chess</li> <li>◦ Carom board</li> <li>◦ Table tennis</li> <li>◦ Squash court</li> <li>◦ Shuttle badminton</li> <li>◦ Exclusive room for yoga and aerobic</li> </ul>
Auditorium Capacity	spacious room for cultural activities
Yoga	spacious room for cultural activities
Health and hygiene	Campus clinic for immediate health requirements

##### Gymnasium – Equipment List

Sl. No	Description of Equipment	Quantity
1	Motorized Treadmill	2

2	Cross Trainer	2
3	Upright Bike	2
4	Spin Bike	2
5	10 Station Multi Gym	1
6	Cable Cross Over	1
7	Incline + Decline + Flat Bench	1
8	Leg Support	1
9	Dum bell + Plate + Rod stand	1
10	Rods – 28 MM	5
11	Deum bells PVC Coated Hexagonal	195 Kg
12	Plates PVC Coated	135 Kg
13	Flat Bench	1
14	T.T. Table	2
15	Foosball Table with Glass Field	2
16	Carom Board 4 * 2 EP	3
17	Carom Stand	3
18	Chess Table	3
19	Badminton Pole & Net	1
20	4 Station Multi Gym	1

Cultural Activities: The institution has a very spacious and well laid out amphitheatre which has a seating capacity of over 1000. To facilitate cultural activities in the campus, DSBA has - Speakers – 9, Projectors – 2, Projectors Screen – 2, Stand Mike, Hand Mike and Collar Mike etc

Yoga room facility – Activity centre and room number 402 with projectors are also used for yoga as well aerobic activities.

Health and hygiene: DSBA has an in-house clinic with the following facilities. Ambulance is available ex Sagar hospital when required.

- Beds – 2
- Oxygen Cylinder
- AMDU Bag (for Emergency)
- Emergency Trolley
- Basic Medicine
- Stethoscope
- B.P Machine
- Nebulization Machine
- Weighing Machine
- Sterilizer and Others

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



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

Response: 4

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

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 8.04**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

- *Name of the ILMS software : LIBSOFT*
- *Nature of automation (fully or partially) : full*
- *Version : 12.0*
- *Year:2018*

**Web OPAC- online public access catalogue**

The campus library started in the year 2011 to serve the information needs of faculty and students community of the institutions. The central library occupies 2512.08 sq mts of area. It acts as a centre for the collection of resources predominantly related to all subjects. It also ensures that information resources are acquired and organized so as to meet the present and future user's information needs. The main objective of our library is to provide right information to the right users at right time.

The library holds a hybrid collection of printed as well as electronic resources which include books, journals, databases, audio-visuals, CDs/DVDs, e-books, e-journals, course materials, previous year question papers, bound volumes, project reports etc

Library intends to incorporate the latest technology and adopt user friendly approach towards student and faculty

Readers these days prefer to sit and study in separate study rooms. In our library this facility is available. There are six rooms available for group discussion and for the purpose of private study.

Digital Library is housed in the Lower ground floor of the Library. Digital library is a library in which collections are stored in digital formats and data accessible through the computers by users. The digital content may be stored locally, or accessed remotely via computer networks. A digital library is a type of information retrieval system.

For the benefit of students and faculty a reprographic centre is functional at the first floor of the library.

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

**4.2.2 The institution has subscription for the following e-resources**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** E. None of the above

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

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 0.5**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year****Response:** 12.8**4.2.4.1 Number of teachers and students using library per day over last one year**

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

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Information Technology helps in promoting opportunities of knowledge sharing throughout the world. For effective teaching and learning right information is necessary. It is therefore evident that transformation that is happening across the globe in all walks of life includes Education Sector too. DSBA premises is equipped with adequate ICT infrastructure to facilitate teaching –learning activity for its stake holders. To reach out to the digitally born students of these days, the campus is digitally well equipped for effective class room delivery, focused information sharing and knowledge dissemination. To ensure this all lecture halls are equipped with Plug and Play facility in the college.

The seminar Halls are fully equipped with acoustically designed PLUG and PLAY facility to give

enriching learning experience for stake holders during guest lectures, seminars and student club/Forum activities etc. A state of Art Auditorium with cutting edge technology is in the finishing stages.

Digital Library facility with access to good number of e-journals and Magazines is available to the faculty and students.

Faculty and Staff rooms have sufficient number of laptops/desktops needed for content delivery with LCD and associated facilities in the class rooms. All class rooms and labs are connected with Internet facility. Accessories like Pen drives, external hard disks to prepare and keep their digital teaching content (Subject PPTs/word/PDF format) are available. Sufficient digital content for repetitive use of student and faculty such as Lesson Plan, Teaching Modules ,Question Banks and Question Papers, case studies, Project Reports, Paper publications etc are being maintained.

The college premises is Wi-Fi enabled and Internet facility is provided to all the 150 work stations with 100 Mbps 1:1 dedicated lease line from Airtel. The Institution has online UPS and auto start generator. Wi – Fi connection was re-wired for better access and speed during Feb – April 2018. Frequent repair and maintenance of hardware ensures availability of lab for teaching purposes.

All the workstations are secured with anti-Virus, additionally supported by FortiGate Firewall facility to block unnecessary content, monitor and track the student activities. Plagiarism software greatly helps both students and faculty in validating the genuineness of the documents/ reports prepared to meet academic requirements. College has annual license agreement with Micro Soft to use Micro Soft software for academic deliberations. The class rooms and labs are under CCTV surveillance. Need based up gradation is a continuous phenomenon to ensure good ICT working ambience.

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

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

**Response:** 3:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. 250 MBPS

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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average 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:** 37.39

#### 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)

2018-19	2017-18	2016-17	2015-16	2014-15
8.52	3.16	13.03	15.44	15.22

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

DSBA is a part of DSI group functioning under MGVP Trust. DSBA shares the spacious nine acre campus 2 on Kanakapura Main road with Dayananda Sagar Academy of Technology and Management (DSATM). Therefore, it is ensured that the available infrastructure is optimally utilized.

Administrative and Support departments namely Infrastructure maintenance and support facility, purchase department, indoor and outdoor sports complex and clinic, canteen, gymnasium and library are also shared in order to optimise utility. Therefore, maintaining the common utility and support system is taken care of by the facility department.

DSBA enjoys exclusive spacious classrooms, faculty and staff office spaces, and computer lab. Up-keeping of these exclusive facilities is the responsibility of DSBA. The house keeping staff ensures the day- to-day maintenance of all these facilities and in case of specific needs, DSBA raises requirements and gets the management approval for purchase / repair of furniture/ other products, maintenance of physical infrastructure. Post the approvals, the purchase & maintenance department will be informed about the requirements to do the needful.

Purchase / maintenance of technical products like computers and peripherals, LCD projectors etc., is taken care by the technical department (EDP). Approval for any new item or repair or replacement of defective item is obtained from the Vice Chairman on mail. Same is submitted to the EDP department who will obtain the requisite number of quotations from the various vendors and prepare a comparative statement

and submit to the Secretary DSI through the purchase team. Short listed vendor is called and price is negotiated. The Secretary will issue the purchase order and the item is procured from the short listed vendor. Fast moving items repeat orders are placed on the selected vendors.

Requirements pertaining to the library resource augmentation, is compiled by the institute library committee, after the approval of the Principal the requirements are submitted to the librarian. Upon receiving the request, the librarian identifies suitable vendors and gets the management approvals before completing the purchase process. Digital library, which is a shared facility, is pre-booked by DSBA for conducting sessions whenever there is a need to accommodate a large group of students.

Physical education instructor ensures maintenance of sports facility on campus. At the commencement of the academic year the requirements are projected to the Physical education instructor. Financial approval is obtained from the management and sports equipment are purchased. Certain spares are retained at the Physical education instructor's level to cater for emergency. A set of sports equipment required for inter – class competitions and inter collegiate events are procured and retained in the department for easy access.

Transport for campus is centrally controlled and maintained. A request is placed to facility department one week prior to the trip / visit to take students to industry/ and any other out bound activities venue and the same is provided on the day of the visit.

Dedicated supply of stationary items which include Blue books for internal examination, attendance registers, log books, envelopes, letter heads, pens etc.; the indent is raised with details of the requirements and submitted to purchase department. The stationary is supplied within a week from the date of indent.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 6.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	44	28	11	1

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 36.12

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

#### File Description

#### Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.3 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
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
145	104	125	94	0

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

#### 5.1.5 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:** B. 3 of the above



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

## 5.2 Student Progression

<b>5.2.1 Average percentage of placement of outgoing students during the last five years</b>				
<b>Response: 26.91</b>				
<b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>				
2018-19	2017-18	2016-17	2015-16	2014-15
28	9	13	9	1
File Description	Document			
Upload any additional information	<a href="#">View Document</a>			
Self attested list of students placed	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>5.2.2 Average percentage of students progressing to higher education during the last five years</b>				
<b>Response: 57.82</b>				
<b>5.2.2.1 Number of outgoing student progressing to higher education.</b>				
Response: 48				
File Description	Document			
Upload supporting data for student/alumni	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>5.2.3 Average 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</b>				
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government examinations)

**Response:** 58.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**5.2.3.2 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**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

### 5.3 Student Participation and Activities

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

**Response:** 28

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

#### **Response:**

DSBA has an active IQAC – Quality Improvement Team (QIT) which is primarily formed for having student representation in Academic and Administrative activities. The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all i.e. 1st, 2nd & 3rd year students. The council members are closely monitored by the Dean to keep the council running in an organized manner. The council meets on frequent basis to discuss various initiatives and plan the events for student betterment programs, and delegate various roles to be played by the members.

The Members of IQAC-QIT are part of various committees like Curriculum Feedback, Enrichment, women empowerment, Infrastructural maintenance, handling grievances, IT facilities, Library, Anti ragging, student's welfare, Sports, Cultural, etc.,

Curriculum feedback and points for enrichment of same is taken from the student representatives in a very informal manner by the Dean at the end of the semester. Same is discussed with the faculty group and the suggestions are put across to BU at the appropriate platform. Feedback about the guest speakers, add on programmes are also taken from these students and modifications are planned for the next programme.

As a part of Library advisory committee, students help in preparing the list of required books and other resources.

Co-curricular and Extra-curricular activities committee at DSBA hosts a wide range of co-curricular and extra – curricular activities through student led Marketing, HR, IT, Finance, Cultural, Literary and Sports clubs. Students plan activities of these clubs with the support of faculty coordinators and take active role in organising, coordinating and conducting the events.

In the year 2016, Publication committee comprising of faculty and students came up with a newsletter “Prathibimb” featuring college activities and events. Since then students continually have contributed in bringing out the issues periodically.

Students wing display their social sensitivity and responsibility by way of NSS and NCC related activities. They are an integral part of planning and executing activities such as organising blood donation camp, volunteering teaching the under privileged children at a government school, empowering women and youth, and inculcating health and hygiene practices in nearby villages. NSS volunteers assist the faculty coordinator in smooth conduct of activities during the NSS special camps. NCC cadets coordinate weekly parade and organise activities like sapling plantation and statue cleaning. They are also the role models for other students.

Anti-ragging: Members educate fellow college mates by creating awareness about ragging menace.

Women Empowerment: The Members are a part of the Sexual Harassment Elimination team and help in organising women specific programs.

Alumni cell office bearers assist Alumni and Placement committee in organising Alumni meet.

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

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

**Response:** 23.6

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	21	16	15	13

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

DSBA has a functional alumni association formed in the year 2017 and registered in the year 2019 with register number: DRB-4/SOR/229/2019-20. It has been playing a vital role in its concern for students' future both in career and in life.

DSBA is a very young institute with very few students graduating during the last 5 years. However, alumni members of DSBA actively interact with the institution and offer support by helping students with information related to internship and job opportunities. During the Alumni meeting, final year UG students interact with alumni members and clarify their doubts regarding preparation for interviews, expectation

from employers, challenges for fresher and the like. Alumni members share their experience and try to answer queries to best of their ability. Students are able to relate with their seniors quickly.

Some of the alumni members have started their businesses and support the institute by offering their services. In the time of requirements, Alumni entrepreneurs supply corporate gifts at a reasonable prize and it is a win-win situation for both. They also support the institute in identifying the resource persons during events like conference, inter-collegiate sports and cultural fests, and guest lectures. They share information regarding suitable job openings and interact with interested students to help them to understand the job profile better.

DSBA collects feedback on curriculum from alumni. Keeping their industry experience in mind, alumni members provide the institute with the feedback on the curriculum and suggest possible enhancements during the sessions. They also provide feedback on the benefits of the additional activities such as Outbound Training, Global captivation program, Yes!+ and other augmentation programs that are offered to students at DSBA.

The feel good factor among alumni is evident through their action of promoting DSBA as the option for higher education to their friends and relatives.

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

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

**Response:** E. <1 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### Vision

- To become a centre of excellence in education, research & training and to produce citizens with values and exceptional leadership qualities to serve national and global needs.

##### Mission

- To provide innovative educational opportunities and student support services that lead to the holistic education.
- To provide a sustainable and accessible environment to support and encourage student potentials by building on the vibrancy of DSI while being guided by the principles of integrity, innovation, creativity and quality.
- To foster personal and professional success through the development of critical thinking, effective communication, creativity and cultural awareness in a safe, accessible and affordable learning environment.

DSBA is committed to provide knowledge and skills relevant to management, commerce and computer science. In addition to imparting knowledge and skills which includes problem solving, decision making, creativity enhancing and leadership qualities that are vital to professional success, the institute also focuses on creating an environment to enhance the personality and life skills of the students.

Institute also focuses on instilling good citizenship behaviour and strives to create responsible citizens capable of addressing issues of national and global importance. DSI is known for its value orientation and DSBA being one of the youngest outfits of DSI emphasises on the principles of integrity, tradition with a blend of modernity and progressive outlook. DSBA plans to develop and deliver programs which results in helping students to be industry ready when they graduate. To encourage research culture, the institute intends to create focused research groups on specialised areas.

The objective of governance and leadership implemented in the institution is to meet Vision, Mission and Objectives. Since inception, the principle of participative management is implemented. The governance structure has Governing Counsel, which reviews the functioning of institution in its quality parameters. The Principal implements Vision and Mission components of the Institution.

Institution promotes participative management in decision making by constituting committee with both teacher and student members. Committees are formed in order to cater to every aspect of learning, teaching, administration, cultural, sports and overall development for both staff and students.

Faculty are members of Academic council, IQAC Committee and all other committees of the institution. Starting from setting out the college calendar of events, activities related to syllabus enhancement, identifying and conducting of various certificate courses, life skills programmes, selection of books for library, faculty have been given freedom to propose various activities, thus supporting participative involvement in decision making.

Perspective plan of the institution:

1. Escalate activities for the holistic development of students through well planned, co-curricular, extracurricular and extension activities.
2. Strengthen National Values and intensify NSS and NCC activities.
3. Sensitize students on the social issues.
4. Support women empowerment activities including elimination of sexual harassment.
5. Start Post Graduate courses.
6. Setup and Strengthen Institutional Research centre.
7. Achieve CO, PO, PSO as per current / industry needs.
8. Emerge as a centre of excellence to be an institute of eminence and become autonomous in delivery of value based higher education.

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

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

#### Response:

The Top Management has laid down clear organisational structure for DSBA. The institution practices decentralization and participative management in its organization structure. The main functions of institution are classified into Administration, Academics and Examinations/evaluation. The Principal is the

head of the institution for all Academic and Administrative decisions. Dean is the Academic head of the institution, reports to the Principal, implements decision with approval from the Principal. Head of the Department, reports to Dean, monitors day – to –day academic activities as per plan.

DSBA has identified various committees to ensure smooth conduct of academic, extra-curricular and co-curricular activities. Faculty members involved in these committees plan and execute various activities under the guidance of Principal/Dean/HOD. Student members in these committees represent student community and actively take part in designing and execution. This structure ensures delegation of authority, effective implementation of plan and smooth functioning.

Entire functioning of college activities is decentralized into various committees, with committee coordinator and committee members. Committee members consists of both students and staff demonstrating participative management.

**Case study** depicting participative management for conduct of International Conference.

- Meeting of Principal/Dean/HOD and faculty coordinators to discuss modalities for International Conference.
- Conference Chair and Co-Chair encourage faculty members to give suitable themes. Meeting is convened to finalise the theme and conference organizing committees.
- Approval taken from Vice Chairman for the conduct of the event including budget.
- Convener, organizing committee, will identify sub-committees involving faculty and students and takes approval from the conference chair.
- Draft write-up to initiate call of papers is prepared and approved by IQAC.
- Conference concept note, invitees list and other details are finalised by the conference chair and co-chair
- Student representatives work on getting registrations/ sponsorships / printing work under the guidance of the committee responsible for the concerned segment of the task.
- Abstracts are received, scrutinised and responded to by the review committee
- Papers are received, scrutinised and shortlisted.
- Souvenirs and gifts identified by student reps nominated.
- Meeting of steering committee to take stock of the situation.
- Management is kept informed about the final day of the event to block the same for their presence when required.
- Various committees responsible for the tasks interact with the concerned authority and produce the requisite results.

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



## 6.2 Strategy Development and Deployment

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

#### Response:

#### Institutional Strategic/ Perspective plan is effectively implemented at DSBA

DSBA envisions producing citizens with values and exceptional leadership qualities to serve national and global needs. The innovatively crafted add on programs of DSBA also instil in graduates a high-level of integrity and professionalism, while preparing them for rewarding and fulfilling careers in their chosen fields. We take care to inculcate values among the students, while shaping and sharpening their minds by the academic rigor of university programs. Beyond the quality of education, it is the quality of life in the campus that provides for the well-being and overall development of the students.

Keeping the institution's vision in mind and to develop character, discipline, companionship, leadership, the quest for adventure and noble service amongst the youth, a need was felt by the Principal to set up NSS and NCC at the campus.

NSS came into being on 04 August 2015 and their activities commenced soon after.

To uphold the motto: To develop character, discipline, companionship, leadership, the quest for adventure and noble service amongst the youth, NCC Army Wing at Dayananda Sagar Business Academy came into existence on August 01, 2017. The institution offers training under the aegis of 2 KAR BN National Cadet Corps.

Getting the approval and setting up NCC was a herculean task. There was a very long waiting list in the state and chances to get the NCC wing for the institution was very bleak. However, same was implemented as under:-

- DSBA applied for NCC wing through 9 KAR BN NCC, Bangalore- 'B' Group on 16 May 2015.
- NCC Inspection was done by Commanding officer, Col Narendra Shulka & AO Lt.Col. James of 9 KAR BN NCC, Bangalore – 'B' Group in Aug 2015.
- No vacancies were available with the group. A study was carried out by the Associate NCC Officer (ANO) to identify other possible avenues. The processes recommenced with A Group.
- Applied for NCC wing through 2 KAR BN NCC, Bangalore – 'A' Group in Mar 2016.
- NCC Inspection was done by Commanding officer, Lt.Col Varun Luthra & AO Lt.Col. SB Chettri, 2 KAR BN NCC, Bangalore – 'A' Gp in Aug 2016.
- NCC workshop conducted in Dec 2016 to educate the students.
- NCC Wing Granted to DSBA on 06 Feb 2017.
- NCC activities commenced; selection of students, parades, other outdoor activities etc. Number of students attended various camps and other events as part of Karnataka and Goa NCC Dte.
- Cadet Rohan Satish attended Thal Sainik Camp(TSC)- Intergroup Competition and was selected to represent the state in the Republic Day parade 2019 at New Delhi.
- Cadet Rohan Satish was selected to represent India at Russia under the NCC Youth Exchange Program (YEP) 2018-19.

Many similar activities are undertaken to effectively implement perspective plan at DSBA.

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

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

#### **Response:**

DSBA is managed by MGVP trust. Our Chairman and managing committee reviews and evaluates the academic progress, administrative processes, co-curricular, extra-curricular and extension activities of the Institution. The Governing council steers the organization's management systems, their implementation and continuous improvement. All rules and regulations are stated in the Administrative and service manual approved by the Governing Council.

The Principal is the head of the Institution. Principal is responsible for the College functioning and growth including administrative, academic, co-curricular, extra-curricular and extension programme, in tune with the laid down vision and mission.

IQAC headed by Dean of the college is involved in developing a quality system for conscious, programmed action to improve the academic and administrative performance of the College.

Head of the department is directly responsible for coordinating all departmental academic programmes of the institution. Faculty are directly responsible for the academic and curricular development of the students.

#### Functions of Various bodies:

For the complete functioning of college activities, more than 15 committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairpersons report to Principal and he monitors the effective functioning of these bodies.

All staff are oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, Roles and responsibilities, discharge of duties, increments, kinds of Leave, code of conduct, incentive for attending FDP, incentive for achieving academic excellence and others.

#### Selection

The minimum age limit is 18 years and the maximum age limit for recruitment is as prescribed by Government. However, the maximum age limit is relaxable by the management if the candidate is found suitable. The qualification, teaching experience and other eligibility for recruitment is as prescribed by

state Government / UGC / AICTE .Selection of the candidate shall be by a selection committee. Details are at chapter 5 of Administrative and Service Manual

#### Promotion

Promotion is on the basis of performance in the Institution and at the discretion of the Management. And all policies and conditions are clearly stated in the Administrative and service Manual of the Institution.

Administrative and Service manual is up loaded on the institution web site

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

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

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Faculty and staff are provided with

- Well ventilated work stations – All faculty and staff members are given well organised independent work stations to facilitate ease of work
- Transportation facility – faculty and staff members can avail the college transportation facility free of cost
- Gratuity for all faculty and staff members who complete 5 years of service

- In house clinic and medical assistance – a clinic with trained nurse / medical attendant is available on campus. The clinic can also equipped to take care of immediate emergency requirements and patients can utilise the bed
- Hygienic Canteen and mess food facility
- Sick leave, vacation during semester end, maternity leave and leave for special requirements for faculty
- Employee State Insurance scheme for staff
- Provident Fund for staff
- Earned leave for staff
- Fee concession for children of faculty and staff members
- Free Uniforms for support staff
- Multi-purpose gym and activity centre facility.

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

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

**Response:** 37.24

#### 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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	10	12	8

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

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 5.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	2	0

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

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

**Response:** 68.71

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	3	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:**

#### Faculty Review:

Institutions Performance Annual Appraisal for teaching staff to evaluate their performance. Appraisal happens after the completion of even semester and publication of results by Bangalore University.

Appraisal system has three components.

- **Self-appraisal;** includes result analysis, scholarly and professional activity details and beyond the curriculum activities. Analysis of the BU result for the courses handled by the faculty is carried out by the individual. The details of the scholarly activities, like paper presentations at National and International conferences, workshops and FDP's attended, books and papers published during the year as well as the individual faculty member's career goal accomplishment are taken into consideration here.
- **Student and parent feedback;** at the end of each semester a confidential online feedback on the teaching – learning process of each course is taken from the students. A set of questions about different aspects of teaching are required to be answered by the students. These are analysed and the report generated is reviewed by the head of the institute. Parents during the PTM do give certain inputs about the faculty which are also collated and reviewed. Midterm faculty review is carried as and when need arises.
- **Recommendation from the reporting authority;** Faculty and staff submit their self-evaluation along with the details of activities performed during the assessment period. The same is reviewed by Dean and HoD. Their recommendations on certain skills exhibited by the faculty on a rating scale of 1-5 is considered for final review by Principal.
- Recommendations given by the Dean/HoD are reviewed at the 2nd level by the Principal. Inputs from students/parents feedback as well as own observations through the academic year are put as recommendations of the Principal. In case of Dean and HoD their self-appraisal along with the student/parent feedback is reviewed by the Principal. Consolidated recommendations are submitted to the Secretary DSI for annual appraisal.

#### Staff Review:

- The staff review happens once in a year, wherein they give their self-appraisal which includes the activities carried out by them during the academic year. The Principal endorses the self- appraisal along with his observations. Consolidated recommendations are submitted to the Secretary DSI.

Top management reviews the recommendations and self-appraisal. Based on the review of the performance appraisal reports, the top management decides the annual increments. Most of the faculty and staff members receive their increments regularly. Decision to continue with the services of faculty, fulltime / part time, is based on performance appraisal findings. Appropriate stakeholders get to know about the appraisal through Principal.

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The financial affairs of DSBA are centrally managed at Dayananda Sagar Institutions (DSI) and coordinated by the on-campus Finance & Accounts Dept. Based on the requirements for the upcoming academic year, a budget is submitted to the management by the Principal in the month of January of each year for the oncoming academic year. The Dept will hold discussions with the Academic Heads & the Principal to elucidate the justification for the proposals. The final budgetary allocations are communicated/ permitted once the Governing Council approves the same. Broadly the annual expenditure on various heads like – Seminars/ Conferences/ Symposiums/ Workshops/ Guest lectures are based on budgetary allocations.

DSBA does not conduct financial audits. However, DSI has a mechanism for internal and external audit. The Management has put a strong internal control system in place at DSI besides the Statutory Audits by the Chartered Accountants and consequent filing with the Income Tax Department

#### **Internal Audit:**

The internal team, lead by the Chief Financial Officer, do thorough checks and verifications of all vouchers, supporting documents, records and books, e-statements of the transactions that are carried out in each financial year including budget estimations, utilizations, cash transactions, bank reconciliation statements, test checks and verification of the events happened in the area of financial managements. DSI is also advised by qualified experts in various areas of finance, taxation, legal compliance etc. Normally the checks include -

1. Verifications of student's fee registers, arrears, scholarships etc
2. Authorization of fees concessions, controls, policies
3. Examining the statutory payments to different bodies like EPF, ESI, PT, GST, Property tax, TDS etc
4. Examining the Bank Statements
5. Examining Grants, sponsorships, deposits and payments
6. Crosscheck all procedures and take stock of all transactions in the Interdepartmental reports.

#### **External Audit/ Statutory Audit:**

Elaborate External Audit is conducted on yearly basis by M/S BP Rao & Co., Chartered Accountants. The institution accounts are audited regularly by both Internal and statutory auditors. Minor errors pointed by the audit team are immediately rectified / corrected and precautionary steps are taken to avoid such errors in future.

External Audit looks into:-

1. Examining the procedures and policies and regulations;
2. Audit the Revenue of the Academy, leakages, non-collections, Scholarship grants & approvals, fee reconciliations etc
3. Audit the expenditure of the Academy vouching the payments with reference to Purchase Orders, negotiations, fairness of costs etc.
4. Compliance under various laws of the land including - Salary payments, TDS, Income Tax, EPF, ESI, PT, Gratuity etc
5. Examining the property titles, approvals, fee payments to regulation bodies

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

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:**

##### Policy for Resource Mobilization

- Institution mobilizes funds primarily through the student fee collection.
- For capital expenditure and infrastructure developments funds are released from MGVP trust.
- Interest on Investment is also a source of income.
- Sponsorships

Funds for the inception of DSBA was utilised from MGVP Trust. After a couple of years of inception, DSBA has become financially viable by generating adequate funds through student fee collection. Institution charges various fee structure for different programmes and add on programmes. The entire financial needs of the institution is managed through these funds. Finances of the institution is managed centrally by the accounts department.

DSBA conducts students led events such as Inter collegiate and Inter class academic, sports and Cultural fest which are designed and executed by students. The funds required for these events are partially met by management and for the remaining funds, students are encouraged to raise sponsorships. The registration fee paid by participants will make a small portion for the required funds.

DSBA has been successfully organizing International Conferences during the last three years. Management supports the event with major required financial assistance. However, students attempt to raise sponsorship



form suitable corporations to cover scholarships and delegation fee adds to the total funds mobilised towards the conference.

Details of income and expenditure is maintained for every event and is submitted to accounts department for auditing.

Optimal Utilization of resources:

Institution is self-sufficient for the recurring expenses like maintenance and operations. The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure. Utilization of financial resources is primarily for:-

1. Staff Salary
2. Research & project activities
3. Professional development and administrative training programmes
4. Sports and cultural activities
5. Training & Placement
6. Student and staff support measures
7. Software & Internet charges
8. Library resources
9. ICT infrastructure
10. Repair & maintenance work
11. Printing & stationary
12. Miscellaneous expenditure

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

## 6.5 Internal Quality Assurance System

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

**Response:**

The institution is committed to provide excellent quality education and Internal Quality Assurance Cell(IQAC) established for this purpose, functions vigorously in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies.

The IQAC team supports DSBA to

- Help faculty and staff understand the nuances of quality education
- Achieve academic and administrative excellence
- Enhance curricular aspects with value added course, enrichment programmes and life skills programmes.
- Intensify feedback collection, analysis and review.
- Create student centric ambience for holistic learning.
- Develop infrastructure for teaching learning and administration through suggestions - Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration to be intensified
- Promote stronger industry-academia relation for benefit of staff and students.
- Emphasise on outcome based education.
- Works constantly to establish newer collaboration for academic and extension activities
- Highlight importance of environmental activities including rain water harvesting, plastic ban, waste management and alternate source of energy.

IQAC has contributed to quality initiatives through

- Organising Workshops on Accreditation - IQAC organised 2 workshops on accreditation to help all faculty and staff members understand the nuances of national and international accreditation process. A session on “understanding Academic Audit” was organised on 24th March, 2018 in which faculty and staff members understood the need for academic audit and another on ‘Quality Management in Educational Institutions by Mr. Vikas Verma, Quality Consultant, on 6th Sep, 2018
- Quality Improvement Teams – IQAC initiated Quality Improvement Teams to encourage faculty to contribute to academic quality improvement. 2 teams of 4 / 5 faculty members are identified and are motivated to discuss academic areas of improvement. During QIT meetings several quality enhancement and innovative ideas are put forth through brain storming sessions to achieve the desired outcomes. These new thoughts and ideas are further reviewed, modified and implemented for quality enhancement by IQAC.

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

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

**Response:**

DSBA reviews its teaching learning process periodically

- IQAC ensures quality in teaching – learning process. Lesson plans and work dairies are prepared by course faculty and is monitored by HOD fortnightly. During the semester information on course completion is collected once during the middle of the semester and again towards the end of the semester. As and when required, suitable corrective actions are taken. Students’ learning is assessed through internal assessment examination twice during every semester. Guidance is provided to average / low performers. To assist students for final examination, faculty supports them by discussing the answers of previous years question papers. Based on the requirements, remedial classes are also conducted. Students are encouraged to meet mentors to get their academic or career related queries answered.
- DSBA has been making steady progress in the last five years in terms of academic and administrative improvements. Faculty members are encouraged to attend Orientation sessions on syllabus and courses, Faculty Development Programs on topics of their interest, Attend conferences and seminars, Publish papers. This improves their knowledge and academic delivery.
- With the increase in the number of students on campus and their varied career requirements, DSBA has made attempts to provide an umbrella of courses outside of the university prescribed syllabus. Training on CA /CPT is offered for the benefit of aspiring Chartered Accountants and Company Secretaries. Courses on Tally and Digital Marketing are offered at the campus.
- Other academic quality improvement programs introduced during the last five years include Orientation sessions, Bridge program, Soft skills training, Guest lectures and Industry visits. Students are given international exposure through ‘Global Captivation Program’ in which students attend sessions at an international university and visit industries and places of importance at a foreign location.
- Keeping the overall development of students in mind, students are encouraged to organise inter-collegiate academic, sports and cultural fests. Outbound training sessions at a semi-urban location provides students an opportunity to explore adventure activities. NSS and NCC activities sensitise students about society and nation.
- To encourage outcome based learning, faculty were given an orientation on” How to write

Outcomes for courses” and they were encouraged to write course outcomes for each of the courses they were teaching. To start with it was decided to introduce MCQ test for some courses to evaluate if the outcomes were realized. Based on the results, Outcomes Assessment MCQ test is introduced to other courses during 2017 – 18.

- Technology platform was introduced to be in touch with parents, platforms like “Optra’, ‘Pupil pod’ were introduced to send information to parents regarding their ward’s progress. In order to synergise technology with other academic administrative activities through e-governance, DSBA has adopted ‘my DSI’ an internet based technology platform from January 2018.

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

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

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

**Response:** D. 1 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

At DSBA Gender sensitization is ingrained through involvement of both male and female students in organising various academics, sports and cultural club activities. All students are given equal opportunity to be a part of all activities conducted at the institute. During academic sessions Gender Sensitivity is promoted in the class room in a natural process in learning as well as in interaction. Democratic values and freedom prevails among both boys and girls and equal emphasis is given with respect to participation during group activities. During group discussions /presentations topics chosen and discussed also help in the sensitization process. Projects undertaken by the students in various courses during semesters propagate the same value. Both boys and girls freely express their thoughts during the class hours.

In case of any grievance students are free to express themselves in an uninhibited manner with faculty whom they consider more approachable. Girls Students who are a part of Women cell voice their concern and get the issues resolved, if any.

- Safety and Security: Closed circuit cameras are fitted in all the corridors and staircase landings. This ensures appropriate behaviour of the students in the college premises thereby ensuring a sense of security and safety. Presence of security guards and House Keeping Staff who monitor the academic block and the campus in general add to the security of students during the college hours. In addition to being a Ragging free campus senior students help the juniors by Counselling and guiding them. In addition, the Principal follows an open door policy wherein any student can walk up to his office to report any issue and immediate action is taken to resolve the same.
- Counselling: Each Student is allotted with a faculty mentor and Mentees are encouraged to meet their respective mentors every fortnight to discuss academic and personal issues in an informal setting. Depending on the gravity of the situation- personal Grievances – mentors/ trained counsellors, counsel mentees with suitable suggestions and advice.
- Common Rooms: Girl students have the common room in the ground floor equipped with the requisite items.
- Day care centre for young children: Day care facility is established at our main campus. Faculty and staff members can avail this facility. As the number of parents opting for this facility is limited same is being centrally managed to economise the resources. Transport facility from campus 1 to 2 and fro is available for the staff.
- Girls specific activities: DSBA has been conducting number of girls centric activities like, self-defence workshop, baking, dance, women health and hygiene, pinkathon etc., to encourage and empower the girl students.

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

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

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

**Response:** E. None of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

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

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

**Response:**

DSBA segregates and manages all types of waste at source.

- Solid waste: Separate bins are kept for dry and wet waste in each floor in addition to the waste bins provided in each room (staff room, office, class room...) to deposit-waste. College produces solid waste in bulk such as paper. It includes old assignment book, answer sheets. Similarly, library produce huge paper waste such as old books, magazines, and newspapers. Apart from paper, dry waste like pen, pencil, erasers, dust, plastic bags, wrappers etc., are also collected regularly. These are taken as dry solid waste. In order to manage waste generated in the campus, waste is segregated at source and solid waste is disposed through contract.
- Liquid waste: For managing liquid waste, there are 120 and 85 KLD capacity sewage treatment plant to treat liquid waste generated in the campus. Operation and Maintenance contract is existing

M/S L&S Environment Systems.

- Bio medical waste: Essential sterilisation equipment and destruction facility for used syringes is available in the infirmary. The bio medical waste is segregated and transported to Sagar hospital where same is suitably disposed off.
- E-waste: As a young institute, electrical and electronic equipment are new and well maintained to improve durability. In cases of failure, the scrap is sent to DSI campus for disposal appropriately.
- Waste recycling system: The Campus has been designed to suit the natural gradient and taking advantage of this natural feature rain water harvesting pits are placed towards the east of the campus area . The water during the rains move through the path made along the pedestrian steps and the roads constructed for vehicle movement and reach the rain water harvesting pits. The water collected on the balconies and the terrace is directed towards the rain water harvesting pits through suitable drainage pipes to this ensures harvest of most of the rain water. Water thus collected is used for the purpose of gardening and washing in the campus and the excess, rain water replenishes the water table.

Recycled water from STP is used for arboriculture.

- Hazardous chemicals and radioactive waste management. Being a management institution we do not have any hazardous chemicals or radioactive waste.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>

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

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

**Response:** E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways

4. Ban on use of Plastic
5. landscaping with trees and plants

**Response:** E. None of the above

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

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

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

**Response:** E. None of the above

File Description	Document
Certificates of the awards received	<a href="#">View Document</a>

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

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

**Response:** B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

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

**Response:**

DSBA provides unbiased support to all students irrespective of social, cultural and financial background.



EQUAL OPPORTUNITY CELL (EOC): DSBA's Equal Opportunity Cell is committed to provide a suitable enabling environment to all staff and students with special needs and those from deprived backgrounds.

The Equal Opportunity Cell (EOC) is dedicated towards ensuring that persons from across communal, regional and religious spectrums are able to access our pedagogical and extra-curricular resources and infrastructures with safety and dignity, and towards promoting diversity and inclusivity within and without the college.

Also, DSBA inspires the Young generation to imbibe Nationalism and contribution made by our great National Leaders by Celebrating:-

All National Festivals; Republic Day, Independence Day.

Birth anniversary of national leaders – Swamy Vivekananda, Ambedkar, Gandhi Jayanti Lal Bahadur Shastri Jayanti and Ekta Divas.

Religious festivals like Holi, Onam, Navaratri, Eid ul-fitr, Christmas.

Other important days like Teachers Day, Children's day, Women's day, Rajyothsawa divas(State formation day) and Founders day.

As a part of the above celebrations, activities such as blood donation, Creating Awareness on various social issues, Presentation, Poster Making and Essay writing Competition on topics of National Interest are conducted. Holding guest lectures / Talks on relevant topics and role plays encourage students to think like National Leaders. Students dressed up like National Leaders recollect their contribution to the Nation.

NSS Volunteers and NCC Cadets in particular, plan design and conduct activities related to Nationalism, social sensitivity and the spirit of oneness. During the NSS Special Camps experts from various walks of life interact with students and bring out the importance of integrating science and Technology, Cultural Diversity, Social equality and secular approach and for the betterment of Society.

NCC Cadets at DSBA are provided with Opportunities for all round development with a sense of duty, commitment, dedication and moral values towards the nation. Cadets have conducted several activities highlighting the importance of cleanliness, hygiene and afforestation. As role models they have inculcated a sense of discipline, commitment and duty to their fellow peers in the institution to become able leaders and useful citizens.

To promote cultural diversity and to assimilate, embrace and integrate all cultures we celebrate Ethnic Day harmoniously. Culture and ethnic diversity can help us grow more and strong together. Themes are chosen for ethnic day with an idea to go back to our roots and share with others our uniqueness.

During these events few merit cum means scholarships as well as books and stationery are distributed to economically weaker section students within and outside the institution.

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

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

#### **Response:**

The Constitution lays down four universal values of Justice, Liberty, Equality and Fraternity. Further, responsible citizen abides by all the law and order of the country.

A number of courses are prescribed by the Affiliated Bangalore University such as; Indian Constitution, Science and Society, Value education, Environmental studies and Public Health, Culture, Diversity and Society, Personality Development and Public Relations and Corporate Communication. These incorporate the values rights, duties and responsibilities as laid out in the constitution. Rights such as personal rights, religious rights, social rights, moral rights, economic rights, and political rights, etc. and liberty that is protected by the state, such as the right to free speech and religion are ingrained and imbibed by the students through the course.

Being a good and responsible citizen of the country, one must engage in activities or assist in tackling issues such as keeping the environment clean, raising money for charities, conserving electricity, water, and natural resources, or protecting public properties etc.

All activities are planned and executed in the institution keeping the values, rights, duties and responsibilities as laid out in the constitution in mind.

On the occasion of Republic Day and Independence Day the Tri Colour is hoisted in the Institution. All present salute the National Flag and sing the National Anthem with patriotic fervour. Ideals of freedom fighters and significance of the historic occasion is recalled by all. National Anthem is sung at the culmination of all important events and activities.

In the Extension activities, NCC and NSS students participate in activities like, Tree plantation, cleanliness drive, blood donation, creating awareness about *protecting and improving the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures. Our students in their small way, actively participate in in empowering the less fortunate in the neighbourhood and children of government schools.*

*Ethnic day promotes harmony and spirit of common brotherhood amongst all the students transcending religious, linguistic and regional or sectional diversities.*

*Co-curricular and extra-curricular activities develop the scientific temper, humanism and the spirit of inquiry and reform and help students to strive towards excellence in all spheres of individual and collective activities and constantly rise to higher levels of endeavour and achievement.*

*Code of Conduct clearly spells out the moral ethics expected of everyone in the institution. It is etched in the minds that rights and responsibilities are two sides of a coin that goes hand in hand with us in wherever; home, education institution, society, state, or country we live in. Exercising ones franchise is a right as well as responsibility. During the last two election held, this point was driven home amongst the students. An individual action performed by a person can change a life, but collaborative actions have a positive impact on the entire nation. Therefore, the duties of all of us count as a contribution to a flourishing society and nation as a whole.*

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Response:** B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

India is a land of multi-ethnicity where diverse people of different cultures live together with peace and harmony. National Festivals of India portray national unity and patriotism and unite the whole country under one roof and instil national integrity in the heart of the younger generation. It is the occasion when they are inspired by the sacrifices of our great leaders and freedom fighters who selflessly devoted their life for the country's freedom.

National festivals such as Gandhi Jayanti, the Independence Day and the Republic Day are celebrated with patriotic fervour in the campus.

**Republic Day.** This auspicious day is celebrated on January 26 to commemorate the adoption of constitution by flag hoisting ceremony and cultural programmes by the NCC cadets.

**Independence Day** is celebrated to mark the independence of India. On this day, various formal events including flag-hoisting and march-past, essay writing competition along with rendition of patriotic songs are organised in the campus.

**Gandhi Jayanti** motivate the young minds with the ideology of Mahatma Gandhi. Every year, this auspicious occasion is celebrated on October 2 with great zeal and enthusiasm. Eminent personalities are invited and honoured. They inspire and make the current generation aware of Gandhi Ji's life and struggle for independence.

In addition to the above at DSBA we celebrate the birth anniversaries of national leaders like; Swamy Vivekananda, Dr B.R Ambedkar, Lal Bahadur Shastri and Sardar Vallabhai Patel. These occasions help students to remember our freedom fighters and their unforgettable sacrifices.

Other important days like Teachers Day, Children's Day, Rajyothsava Divas(State formation day) and Founders Day are also celebrated at the campus as a reminder of the social, cultural history of the institution, state and nation.

International days such as Women's Day, Yoga Day and Environment Day are commemorated in the institution regularly. A day that celebrate women; highlights their achievements and pushes for gender equality is celebrated at the institute. Yoga is part of the curriculum and students and faculty participate in the events organised centrally. To commemorate environment day various activities like planting saplings, talks on environment, conservation of bio-diversity, water conservation, lake cleaning, river rejuvenation etc., are organised.

India is worldwide known for its cultural diversity and colorful festivals. Religious festivals like Holi, Onam, Navaratri, Eid ul-fitr, Christmas etc are celebrated with zeal and vigour. In addition, Ethnic Day is celebrated with fun and frolic. The message of the celebration is to respect the tradition and cultures of the respective states by donning the traditional attire, performing folk dances and songs and devouring ethnic cuisine. This virtually show cases a "mini India" with the exhibition of rich and vibrant culture and heritage of our great nation.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

In line with its vision, DSBA has designed activities which are unique to the institution and progressive in nature. With a focus on developing academic and life skills which are relevant and empowering. DSBA students and faculty are involved in activities like Out Bound Training (OBT), Global Captivation Program (GCP), Youth Empowerment Skills (YES+) and training from Centre for Innovation & Leadership (CIL)

#### Best Practice 1

#### Title of the Practice: Out Bound Training (OBT)

#### Objectives of the Practice

The nub of OBT lies in taking a group of people away from their normal environment into the outdoors and placing a new, unfamiliar set of challenges before them. The program works on the principle that a team is thrown together in wilderness /adventure settings, where they have to fend for themselves/meet challenges. This leads to enhancing capabilities of individuals and the team.

The expected students' learning outcomes include interpersonal skills, problem solving skills, team building, conquering fear and inhibitions, feeling of comradeship, bonding, confidence building, trust and courage.

#### The Context

In today's world, the need of the hour is for smart thinking, swift action and effective people skills—qualities that are more effectively developed in an experiential setting than through class room teaching. Fun filled Outdoor learning with peers makes learning more interesting and students discover their abilities in solving number of challenges that could not be completely addressed in class room teaching situation.

The majority of our students belong to a background wherein they neither have got an opportunity nor been exposed to training in non-classroom situation. Most of them have been brought up in a sheltered and protected environment and grown up in a comfort zone and hence, have never experienced an overnight camp life under supervision. Only a handful of the students, mostly boys have had any experience of adventure activities or simulated situations. Girls have never experienced an overnight adventure camp.

#### The Practice

Groups of students are taken to a nearby rocky terrain in a thinly populated region for overnight adventurous camp. Students are divided into teams and the activities planned aims at experiential learning, enhancing confidence and overcoming mental blocks. The adrenal pumping activities are a combination of thrill, excitement and fun. Some activities that are conducted challenges the participants' analytical and problem solving skills, helps develop a feeling of comradeship and encourages team bonding.

The activities during OBT tests one's mental and physical endurance and prompts to finding more courses

of actions and select the best for a given challenge. It helps individuals unlock their potential, manage time, anger and stress as well as enhance leadership and team building skills.

Students build their own tents and stay in these temporary shelters overnight thereby experiencing the wild during the night and also overcome fear in a supervised environment. Students enjoy campfire, dancing and cooking during the night. Activities during the camp such as Morning walk, Rappelling, Zip line and Jumarring, Trekking, Chimney Climbing etc., and creative team building activities enthral students.

### **Evidence of Success**

Outbound training program has been conceptualised and designed to offer external experiential learning opportunities to students. Institution identifies and selects popular adventure training teams and locations. Starting from the academic year 2014-15, every year first year students are taken to a nearby place around Bangalore for this training and there has been no break in any academic year. Students, after completing the two day event still rare to go for more activities and cherish the learnings for a long time. Significant difference in the outlook of students towards academic, extra-curricular and co-curricular activities is observed post OBT. Majority of the student's exhibit confidence in their abilities and preparedness to take up challenges and students develop positive attitude and feel that nothing is impossible when a sincere effort is put towards it. Prior to the camp, a large number of girls who lacked the opportunity to exhibit their behavioural traits and those who were subdued were able to shed their inhibitions, display their confidence, became more responsive and enhanced team bonding post OBT.

### **Problems Encountered and Resources Required**

The success of a training program of this nature depends on co-ordinated and efficient use of resources. DSBA has tied up with a professional organization which has expertise in conducting experiential training and adventure training program. The equipment required during the camps are mobilised by this organisation and trained professionals guide and supervise students while they perform the activities. Necessary first aid facilities for medical emergency and hygienic food are natural inclusions during the camp.

- In spite of all necessary requirements taken care of, the natural terrain and weather conditions at times pose challenging situations. Extreme Heat or rains can spoil the plan and leave activities incomplete.
- At times some students fall sick during the camp due to various reasons which might even include exhaustion. There are limited basic facilities like wash rooms, and students are expected to manage themselves appropriately and be on time for all activities.
- OBT is a mandatory and some parents from conservative and traditional background may not be willing to send their girl child for a night out event. Convincing them that their wards are in a very secure environment along with a responsible lady faculty, poses as a challenge for the institution.

### **Best Practice 2**

## **Title of the Practice: Global Captivation Program (GCP)**

### **Objectives of the Practice**

Global Captivation Program is an attempt to provide international exposure to students. The primary objective of this program is to expose students to Curriculum beyond familiar learning environment and develop global perspective, and introduce students to Global Business Practices through interaction with faculty from Universities abroad and Industry visits in the respective countries. Students are given with an opportunity to get familiarised with international business environment and interact with students from across the globe.

### **The Context**

International business is undergoing a paramount transformation with the arrival of new technologies, shrinking boundaries and growing cosmopolitan culture. The Indian market itself is seeing more and more international talent. The global demand for cutting edge business solutions and inventive minds are on the rise. Any amount of class room study cannot for a first hand input through a visit to the facility. Therefore, Real time experience in an international destination adds to students' learning and prepare them for ever increasing competition in the corporate world.

### **The Practice**

Groups of students who choose to be a part of GCP are taken to an international university at one of the international destinations. This is conducted for the second year students. In alignment with the objective of the GCP, discussions are held with one of the foreign universities in selected International destinations to conduct sessions on

- IT and Data in Business
- International HR and Cross cultural issues
- Legal issues in Global business
- Trends in International Marketing
- Global financial crisis and its impact on domestic business
- Technology Business /Integration of Technology in Business
- SAP / ERP in the University – site tour
- Business Environment
- International Finance
- Pedagogy: Lecture / Presentation (PPT) / workshop / activity /case method/ any other suitable format
- Total Duration of GCP 6 days

The International University, based on the mutual understanding designs the curriculum for the sessions and also identifies suitable resource persons. Sessions are delivered at their campus and students are given with an opportunity to interact with faculty and students in the campus. Industry visits in the host nation expose students to local business setups and corporate work culture that prevails. Interaction with corporate experts and visit to various departments enhance students learning. To add fun with learning and to provide a glimpse of local culture, students are taken to various places of importance. Dining at famous restaurants and shopping add to students experience and enjoyment.

### Evidence of Success

During the academic years 2015-16, 2016-17 and 2017-18, three consecutive years' groups of students were taken to Sunway University Malaysia, American University in Dubai and Amity University in Dubai Respectively. All the three visits students have been given with academic learning at the universities, cultural learning both at the university campus and outside of the campus. For many of the students the visit happens to be the first overseas trip. Post the trip students try to adopt the discipline and learning in their day to day activities, appreciate new culture, reset their career goals and become more independent. The visits have been successful in motivating some of the students to look at international Universities for their higher education.

### Problems Encountered and Resources Required:

To organise a program like GCP it is important to have good partnership with people/agencies for travel, accommodation, academics and site seeing. Identifying the most appropriate academic partner and travel partner who can take care of student's safety and requirements is critical to the success of the program. Working out the academic calendar with the selected academic partner depending on the mutual conditions and matching it with the travel itinerary is always a challenge.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

With a vision *“To become a centre of excellence in education, research & training and to produce citizens with values and exceptional leadership qualities to serve national and global needs”*, DSBA has adopted the principles and framework of United Nations Principles of Responsible Management Education (PRME) and has been involved in actions to realize PRME goals through various activities.



To realise the vision of creating global leaders who can adapt to changing market demands and serve national and global needs with ethical approach, the institution has identified the following core values.

**Knowledge:** To impart knowledge and enhance the ability to understand core concepts of the program.

**Communication:** To enhance ability to utilize oral, written, listening and non- verbal communication skills to effectively interact with others.

**Inquiry and Analysis:** To improve the ability to apply theoretical aspects of commerce, management and computer science disciplines to arrive at feasible solutions in real situation.

**Reasoning and Critical Thinking:** To instil logical and critical thinking that is responsive and guided by intellectual standards such as relevance, accuracy, brevity and clarity.

**Technological Advancement:** To keep pace with global technology trends and expose students to technological advancement and prepare for success in the work place.

**Diversity:** Encourage students to understand, articulate and accept the importance and influence of diversity within and between cultures and societies.

**Sanskar:** The ability to commit to standards of personal and professional integrity, honesty and fairness.

With the focus on these core values, the institution has aligned itself with the following UN-PRME Principles

### **PRME Principle 1 – Purpose**

DSBA fathoms the students' desire to learn and grow, make a living and carve a niche for themselves. Therefore, the institution helps students encounter new ideas and challenges and shape their future and develop them into mature, responsible and independent adults and organises activities and events such as

- National and International conferences.
- Faculty Development Programs.
- Workshops and Seminars.
- Faculty Research work publications
- Bringing out Bi-annual in-house journal with ISSN.
- Domain Specific Certification courses.
- Training programs, Seminars and workshops.
- Placement assistance workshops to familiarize students about the career options and choose the best, based on their interest and abilities.
- Internships and Live projects help students to explore their managerial potential.
- National Service Scheme [NSS] activities.
- Village empowerment program.
- National Cadet Corps [NCC] activities.
- Skill development course required to develop and design computer applications
- Mentoring and learning sessions
- Sessions by Entrepreneurs

- Interactions with start-ups
- Business plan writing sessions.

### **PRME Principle 2 – Values**

The core ethical values that students inherit - pursuit of excellence, fairness, leadership, integrity and transparency, diversity to name a few, while pursuing academics at DSBA go a long way in ensuring holistic development in students and help them in achieving professional goals. Activities sensitise students and develop social and moral values. Students involve in community service and spiritual activities, leadership education, outbound training and extra-curricular activities which promote unity in diversity and social sensitivity.

### **PRME Principle 3 – Methods**

DSBA uses educational frameworks, materials, processes and environment that enable effective learning experiences for responsible leadership. Starting from the orientation program in the first semester, Students go through learning in classroom environment and experiential learning outside the class room. Involvement of students in Case study discussions, presentations, industry visits and project work enhance student learning and promote responsible behaviour.

### **PRME Principle 4 – Research**

To promote inquisitive learning students are motivated to take up internships for better understanding of market practices. Faculty involve in research activities of their choice and bring their learnings to class rooms. Students are involved in field work and data collection that promotes inquiry based learning.

### **PRME Principle 5 – Partnership**

For efficient and effective delivery of augmentation and enrichment program at the campus, DSBA has partnered with professional organizations such as NICT, ProEdge, Coral Marketing, NEN and Startup-Curations. To design and execute extension activities the NSS unit at DSBA is in constant touch with NSS office at Bangalore University. The NCC wing executes its activities under the super vision of 2KAR BN NCC office. For the success of Global captivation program, DSBA partners with International Universities at International destinations. These Partnerships have proven to be successful in achieving the set objectives for various activities.

### **PRME Principle 6 – Dialogue**

To facilitate and support dialogue and debate among educators, students, business, government, consumers, media, and civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability and in order to develop a new generation of business leaders, capable of managing the complex challenges faced by business and society in the 21st century, DSBA has organised conferences, workshops and Guest Lectures.

1st International Conference – “Challenges and opportunities for developing sustainable RUBAN society”, February 2015.

2nd International Conference - “Responsible Management Education - Key to Holistic Development of

Society”, October 2016.

3rd International Conference – “Challenges, Opportunities and Trends in New Age Management Education”, February 2018.

4th International Conference, “Information to Knowledge to Wisdom- Multidisciplinary Approach to Research”, Mar 2019.

During the last five years, more than 30 guest lecture sessions and workshops are organised in campus

These events have provided ample opportunities for exchange of ideas and learnings.

The institution is aiming to work on few of the Sustainable Development Goals (SDG) from the 17 listed by the UN by partnering with the Art of Living Foundation.

By adopting UN-PRME, DSBA has been successful in creating a sense of responsibility among students and align academic activities with institutions vision.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

DSBA is a Signatory to UN-PRME and has conducted events such as guest lectures and international conferences in line with principles of UN-PRME. In order to realize its vision, institution offers various augmentation programs. Students are encouraged to organise and participate in extra-curricular and co-curricular activities. Students have represented institution at national and international events and brought laurels to the institution.

### **Concluding Remarks :**

DSBA, located in a semi urban setting and with close proximity to Art of Living International Center, has been able to attract students from within Bangalore and from other parts of the state and the country. NRI's and foreign nationals are also attracted towards the undergraduate programmes in Commerce, Business Administration and Computer Application affiliated to Bangalore University, and the enrolments are increasing every year.

Driven by the vision and mission, the institute has introduced add-on courses / programs to hone skill sets and make students' market ready. Equipped with the state of the art infrastructure and modern facilities coupled with excellent faculty, appropriate student faculty ratio and vibrant student led activities makes DSBA one of the most coveted institution in spite of the stiff competition.

Publication of bi-annual refereed journal and newsletter, involvement of students in internship, research and dissertation work promotes research aptitude and enhances academic and creative writing skills among faculty and students.

NSS and NCC both aim at channelizing youth energy towards nation building activities and provide students with opportunities to interact with less privileged. The impact of voluntary activities like afforestation, cleanliness drive, awareness programme and teaching students at government schools has been significant, and in the days to come the institution in association with other foundations such as Art of Living will venture into river rejuvenation, social impact assessment and the likes.

To encourage reading habits and improve communication skills- reading, writing and speaking, Departmental library is well stacked with academic books as well as classical books. Students are encouraged to read newspapers and are quizzed by faculty members on current issues. Additional training in Aptitude, Communication, Technical and Reasoning skills help students with their placements and competitive examinations.

IQAC is at the nascent stage and will gradually evolve in strategizing the academic and additional activities to ensure improvement in overall quality of the institution and will attract best faculty and students in the days to come.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : Only serial no. 4 is considered as per the supporting document, other documents provided are not valid for this metric.</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. <b>How many Add on /Certificate programs are added within the last 5 years.</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>9</td> <td>7</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Yoga, life skills etc. cannot be considered as Add on/Certificate programs.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	13	9	7	6	3	2018-19	2017-18	2016-17	2015-16	2014-15	5	2	2	3	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	9	7	6	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	2	2	3	2																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>480</td> <td>420</td> <td>398</td> <td>294</td> <td>216</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>485</td> <td>420</td> <td>398</td> <td>294</td> <td>136</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	480	420	398	294	216	2018-19	2017-18	2016-17	2015-16	2014-15	485	420	398	294	136
2018-19	2017-18	2016-17	2015-16	2014-15																	
480	420	398	294	216																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
485	420	398	294	136																	

Remark : Considered the students enrolled based on the programs accepted in metric 1.2.2

**1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
88	88	88	88	88

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Remark : As per the curriculum of the affiliating university only BCA has project work in 5 and 6 semesters. Regular lab/practical courses cannot be considered in this metric.

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

**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 439

Answer after DVV Verification: 14

Remark : Considered final year students of BCA programme only for the latest academic year.

**1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

**1) Students**

**2) Teachers**

**3) Employers**

**4) Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : Initial HEI input considered based on the supporting documents.

**1.4.2 Feedback process of the Institution may be classified as follows:**

**Options:**

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : No documents provided for communicating with the affiliating University.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
115	96	123	57	43

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
94	94	98	57	43

Remark : Revised the data excluding excess admission in OBC against the seats earmarked.

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

**2.3.3.1. Number of mentors**

Answer before DVV Verification : 22

Answer after DVV Verification: 20

Remark : Revised with respect to the metric 3.1

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

0	0	0	0.254	0
---	---	---	-------	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The claim of HEI is not reflected in the audited income and expenditure statement.

### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	2	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

#### 3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Remark : Revised with respect to 3.1.1

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

#### 3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
---------	---------	---------	---------	---------



13	15	7	9	4
----	----	---	---	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The talks by experts cannot be considered as seminars/conference/workshops. Also, many of the programmes mentioned are not related to the metrics. Detailed & authorized reports for the programs are also not provided.

**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**

**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	8	7	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The author affiliation not pertaining to HEI cannot be considered. Journals of 2019 and Google scholar journals are also not considered. Publications only as per UGC Care list should be considered.

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

**3.2.2.1. 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:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : Considered the publication only if author affiliation to the HEI.

3.3.2	<p><b>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</b></p> <p>3.3.2.1. <b>Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Metric opted out by the HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	4	2	2	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	4	2	2	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
3.3.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)</b></p> <p>3.3.3.1. <b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1294 1046 1429"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>23</td> <td>4</td> <td>15</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1507 1046 1641"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>23</td> <td>4</td> <td>15</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	14	23	4	15	3	2018-19	2017-18	2016-17	2015-16	2014-15	14	23	4	15	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	23	4	15	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	23	4	15	3																	
3.3.4	<p><b>Average percentage of students participating in extension activities at 3.3.3. above during last five years</b></p> <p>3.3.4.1. <b>Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1962 1046 2096"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>320</td> <td>390</td> <td>373</td> <td>312</td> <td>210</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	320	390	373	312	210										
2018-19	2017-18	2016-17	2015-16	2014-15																	
320	390	373	312	210																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
320	390	373	312	125

Remark : Revised the no. of students in 2014-15 as per the list attached in metric 3.3.3 and rest of the others remain same as the randomly asked attendance documents are attached.

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

**3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
59	20	12	34	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

Remark : Only one MoU attached for 2015-16 is considered. All other activities claims does not pertaining to this metric as there is no linkage document.

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	11	7	5	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	1	0

Remark : Revised considering only MoU's with National and International institutions, Universities, Corporate houses. MoU with training centres and sister institutions cannot be considered.

4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</b></p> <p>4.1.3.1. <b>Number of classrooms and seminar halls with ICT facilities</b>          Answer before DVV Verification : 17          Answer after DVV Verification: 4</p> <p>Remark : Revised excluding portable LCD's.</p>																				
4.1.4	<p><b>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</b></p> <p>4.1.4.1. <b>Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 882"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7.09420</td> <td>20.54556</td> <td>9.56503</td> <td>1.61046</td> <td>9.01581</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1099"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The audited statement does not include the expenditure on infrastructure augmentation. 'Other expenses' cannot be considered in this metric.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	7.09420	20.54556	9.56503	1.61046	9.01581	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
7.09420	20.54556	9.56503	1.61046	9.01581																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-ShodhSindhu</li> <li>3. Shodhganga Membership</li> <li>4. e-books</li> <li>5. Databases</li> <li>6. Remote access to e-resources</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: E. None of the above</p> <p>Remark : The supporting documents are in the name of Dayanand Sagar College of arts, science and commerce; Dayanand Sagar Academy of Technology and Management and not in the name of the HEI. Hence, the claims cannot be considered.</p>																				
4.2.3	<p><b>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</b></p>																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.97220	0.22345	0.40354	0.84530	0.06600

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The audited statement of accounts given in metric 4.4.1 does not reflect the library expenditure.

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**

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

Answer before DVV Verification : 65

Answer after DVV Verification: 0

Remark : Book issue register of the HEI cannot be considered instead of library log-book entries. Supporting document shows gate entry of engineering students and students of other institutions which cannot be accepted.

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

**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)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37.20487	31.45275	40.60789	63.05053	71.74947

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8.52	3.16	13.03	15.44	15.22

Remark : Revised considering only the expenses on building maintenance shared as per the audited statement provided.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
60	44	28	11	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
60	44	28	11	1

**5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years****5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
222	223	173	105	40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : HEI has not provided any proof for freeships/scholarships in the audited income and expenditure statement of account as per SOP.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
486	430	409	384	298

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
145	104	125	94	0

Remark : Revised excluding programmes like orientation and software training etc. and

considering the students as mentioned in the reports. Pre-placement training report of 2014-15 is not attached.

**5.1.5 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Revised considering serial nos. 1, 3 & 4 as per the supporting documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	26	65	28	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	9	13	9	1

Remark : Revised counting year-wise offer letters from the supporting documents attached.

**5.2.2 Average percentage of students progressing to higher education during the last five years**

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

Answer before DVV Verification : 85

Answer after DVV Verification: 48

Remark : Revised counting only the admission letters or Id cards. Excluded the candidates who have passed the entrance exam without admission information.

**5.2.3 Average 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)**

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

**government examinations) year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	12	5	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**5.2.3.2. 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:

2018-19	2017-18	2016-17	2015-16	2014-15
45	30	25	10	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	8	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	1	0	0

Remark : Revised as per the attached certificates. Excluded participation/appreciation certificates and awards from local & institutional levels.

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



**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	28	23	20	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	21	16	15	13

Remark : Revised considering sports/cultural events with different activities as one. Activities like independence day/republic day/freshers day/teachers day etc. are not considered here.

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	2	6	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	2	0

Remark : Revised considering FDP programmes organized only by the institution excluding the training programmes/FDPs from the external agencies.

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

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

Answer before DVV Verification:

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
17	17	24	18	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	3	0	0	0

Remark : Revised excluding the programmes less than one week duration as per SOP. Counted same teacher undergoing multiple programmes during the year as one only.

6.5.3

**Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.2

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

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: E. None of the above

Remark : The solar facilities and wheeling to the grid are in the name of the Secretary, Mahatma Gandhi as per the attached bill. Other geo tagged photos look to be for the group institutions as a whole, so the claim cannot be considered.

7.1.4

**Water conservation facilities available in the Institution:**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: E. None of the above

	<p>Remark : The supporting documents provided looks to be for the group institutions as a whole, as per the Geo tagged photos. So the claim cannot be considered.</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : Any 4 or All of the above  Answer After DVV Verification: E. None of the above</p> <p>Remark : The supporting documents provided looks to be for the group institutions as a whole, as per the Geo tagged photos and circulars attached. So the claim cannot be considered.</p>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above  Answer After DVV Verification: E. None of the above</p> <p>Remark : HEI has not submitted Green/Energy/Environment audit report from accredited agency. Other documents &amp; photos look to be for the group institutions as a whole, so the claim cannot be considered.</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Disabled-friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above  Answer After DVV Verification: B. 3 of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> </ol>

3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : HEI has not provided supporting documents for item no. 3

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>89</td> <td>89</td> <td>89</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>89</td> <td>89</td> <td>89</td> <td>89</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	89	89	89	89	89	2018-19	2017-18	2016-17	2015-16	2014-15	89	89	89	89	89
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89	89	89	89	89																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
89	89	89	89	89																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>102</td> <td>116</td> <td>107</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>102</td> <td>116</td> <td>107</td> <td>31</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	147	102	116	107	31	2018-19	2017-18	2016-17	2015-16	2014-15	147	102	116	107	31
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3.1	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>25</td> <td>24</td> <td>23</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>25</td> <td>24</td> <td>23</td> <td>25</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	22	25	24	23	25	2018-19	2017-18	2016-17	2015-16	2014-15	20	25	24	23	25
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4.1	<p><b>Total number of classrooms and seminar halls</b></p> <p>Answer before DVV Verification : 17</p>																				

	Answer after DVV Verification : 15																				
4.2	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>92.57004</td> <td>111.61553</td> <td>162.43781</td> <td>180.38505</td> <td>122.34850</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>54.98</td> <td>65.09</td> <td>121.70</td> <td>176.47</td> <td>141.38</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	92.57004	111.61553	162.43781	180.38505	122.34850	2018-19	2017-18	2016-17	2015-16	2014-15	54.98	65.09	121.70	176.47	141.38
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4.4	<p><b>Total number of computers in the campus for academic purpose</b></p> <p>Answer before DVV Verification : 140</p> <p>Answer after DVV Verification : 135</p>																				