YEARLY STATUS REPORT - 2024-2025

Institutionally Compiled Report (NAAC Portal Submission Not Mandated for the Year)

Part A

Data of the Institution

Name of the Institution **DAYANANDA SAGAR COLLEGE OF ARTS, SCIENCE AND COMMERCE**

- Name of the Head of the institution — **Dr. Balu L**
- Designation — **PRINCIPAL**
- Does the institution function from its own campus? — **Yes**
- Phone no./Alternate phone no. — **08043704728**
- Mobile no — **9916481706**
- Registered e-mail — **principal-dscasc@dayanandasagar.edu**
- Alternate e-mail — **viceprincipal-dscasc@daynandasagar.edu**
- Address — **Shavige Malleshwara Hills, Kumaraswamy Layout**
- City/Town — **Bangalore**
- State/UT — **Karnataka**
- Pin Code — **560111**

2. Institutional status

- Affiliated /Constituent — **afiiliated**
- Type of Institution — **Co-education**
- Location — **Urban**

◆ Financial Status	**UGC 2f and 12(B)**
◆ Name of the Affiliating University	**Bangalore University**
◆ Name of the IQAC Coordinator	**Dr. Gurunath R**
◆ Phone No.	**08043704728**
◆ Alternate phone No.	**08043704728**
◆ Mobile	**9945496722**
◆ IQAC e-mail address	**iqac-dscasc@dayanandasagar.edu**
◆ Alternate Email address	**gurunath@dayanandasagar.edu**

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

4. Whether Academic Calendar prepared during the year? **Yes**

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

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**83.70**	**16.09.2004**	**16/09/2004**	**15/09/2009**
Cycle 2	**A**	**3.02**	**16.09.2011**	**16/09/2011**	**26/09/2016**
Cycle 3	**B+**	**2.57**	**26.09.2018**	**26/09/2018**	**25/09/2023**
Cycle 4	**B+**	**2.68**	**20.03.2025**	**20/03/2025**	**19/03/2030**

6. Date of Establishment of IQAC **01/07/2011**

7.

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institution/ IQAC	Research Promotion Activities (IPR, Research Methodology, Entrepreneurship Awareness Programmes)	IQAC, Dayananda Sagar College of Arts Science and Commerce	**2024-25**	**3,98,393.00** **Funding Details**

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

  IQAC Composition

  Composition Meeting Report

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

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

  YES **IQAC MOM – 2024-25**

  Action Taken Report

- If No, please upload the minutes of the meeting(s) and Action Taken Report

10. Whether IQAC received funding from any of the funding agency to support its activities during the

year?
NO

- If yes, mention the amount

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

- Successfully coordinated and facilitated the NAAC Peer Team Visit and strengthened institutional quality assurance practices through systematic documentation and compliance monitoring.
- Conducted Faculty Development Programmes (FDPs), workshops, seminars, and capacity-building initiatives to enhance teaching quality, research culture, and student skill development.
- Promoted research and innovation by initiating research-oriented activities such as IPR awareness programmes, research methodology workshops, entrepreneurship development programmes, and encouragement for Scopus-indexed publications.
- Strengthened industry interaction and student support systems through MoUs, internship opportunities, placement training, soft-skill development programmes, and career guidance initiatives.
- Enhanced alumni and stakeholder engagement by involving alumni in placements, internships, mentoring, project support, and knowledge-sharing activities while promoting outcome-based education and participative governance.

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

Plan of Action	Achievements/Outcomes
Strengthening NAAC quality assurance and documentation practices	IQAC regularly conducted meetings and implemented strong quality assurance measures such as Academic and Administrative Audit (AAA), standardized event documentation formats, continuous verification of records, and regular monitoring of website and activity updates.
Enhancing faculty development and student skill enrichment	IQAC strengthened quality enhancement initiatives by conducting minimum five-day FDPs, hands-on workshops, seminars, research-oriented activities, and various capacity-building programs aimed at improving faculty competencies and student skills.
Promoting research, innovation, and entrepreneurship culture	IQAC initiated the establishment of an R&D Cell to strengthen quality research activities, encouraged faculty members to publish a minimum of two Scopus-indexed papers, motivated them to undertake research projects and interdisciplinary collaborations with external institutions, and promoted multidisciplinary research and entrepreneurship-related activities across departments.
Improving industry interaction and learner support systems	IQAC advised departments to establish MoUs with organizations that provide soft-skill training, internship guidance, industry exposure, and learner support mechanisms to enhance student employability and overall development.
Strengthening alumni engagement and institutional governance	IQAC strengthened alumni interaction and stakeholder engagement through active alumni participation in placements, internships, projects, mentoring, and knowledge-sharing sessions. IQAC also initiated outcome-based academic practices and improved institutional governance through better coordination among departments and stakeholders.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
Principal	**10.06.2025**

14. Whether institutional data submitted to AISHE **Yes**

15.Multidisciplinary / interdisciplinary
16.Academic bank of credits (ABC):
yes
17.Skill development:
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
yes
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE): YES
20.Distance education/online education:
Partially

Extended Profile

1.Programme

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

~252 (Considering all 7 programs core+ electives for all semesters)

File Description	Documents
Data Template	Courses offered 2024-25

2.Student

2.1 Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	2.1 Students during the year

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

File Description	Documents
Data Template	2.2 seats earmarked for reserved category

2.3 Number of outgoing/ final year students during the year

File Description	Documents
Data Template	Final Year students 24-25

3. Academic

3.1
Number of full time teachers during the year

File Description	Documents
Data Template	Full time teachers 24-25

3.2
Number of sanctioned posts during the year

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Details

File Description	Documents
Upload relevant supporting document	1.1.1 Syllabus
Link for Additional information	Relevant supporting documents are available under the respective applicable metrics and are maintained for verification.

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

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 year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	**A. All of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	BOS & BOE
Any additional information	participation in University academic activities are maintained and available for verification.

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Any additional information	1.2.1 timetable
Minutes of relevant Academic Council/ BOS meetings	Relevant supporting information is provided under the respective sections and is available for verification.
Institutional data in prescribed format (Data Template)	1.2.1 Datatemplate

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

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

467 1.2.2-1.2.3 Dataformat

File Description	Documents
Any additional information	
Brochure or any other document relating to Add on /Certificate programs	Details of the Add-on/Certificate programmes are provided in the prescribed data template and are available for verification.
List of Add on /Certificate programs (Data Template)	1.2.2-1.2.3 Dataformat

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

573 1.2.2-1.2.3 Dataformat

File Description	Documents
Any additional information	Relevant details of the Add-on/Certificate programmes are provided in the prescribed data template and are available for verification
Details of the students enrolled in Subjects related to certificate/Add-on programs	1.2.2-1.2.3 Dataformat

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

1.3.1 Description

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

7

File Description	Documents
Any additional information	**1.3.2-project-internships**
Programme / Curriculum/ Syllabus of the courses	Details are incorporated in the approved curriculum/syllabus and are maintained by the respective departments
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	As an affiliated institution, the College follows the curriculum prescribed and approved by the affiliating University.
MoU's with relevant organizations for these courses, if any	Experiential learning activities are carried out as prescribed in the University curriculum and through institutional/departmental arrangements, wherever applicable. Relevant supporting records are maintained at the College levelo
Institutional Data in Prescribed Format	**1.3.2-data Format**

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

744

project-internships

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	1.4.1-Stakeholders feedback
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	Relevent Information
Any additional information	Relevant stakeholder feedback records and action taken reports are maintained by the Institution and are available for verification.

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	1.4 Action Taken Report
URL for feedback report	Stakeholders feedback

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1125

File Description	Documents
Any additional information	2.1.1 abstract of student emrolment
Institutional data in prescribed format	2.1.1 Data format

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

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

797

File Description	Documents
Any additional information	2.1.2 abstract
Number of seats filled against seats reserved (Data Template)	2.1.2 Data Format

2.2 - Catering to Student Diversity

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

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

Write description in maximum of 200 words (Attach supporting documents for the same with the

write up do not copy paste

The institution has established a comprehensive and inclusive system designed to support both slow and advanced learners, ensuring that every student is provided with appropriate opportunities to succeed. Slow learners are given focused assistance in areas where they encounter challenges, such as language proficiency and subject understanding. At the same time, advanced learners are motivated to extend their knowledge beyond the prescribed syllabus through project work and access to advanced study resources. The institution places strong emphasis on personal attention, customized teaching approaches, and mentoring sessions, reflecting its commitment to enhancing the academic standards of all students. By encouraging participation in both academic and co-curricular activities, the department promotes the holistic development of every learner.

Initiatives for Slow Learners

To support slow learners effectively, the institution implements several targeted initiatives. Bridge classes are organized to strengthen the foundational knowledge of students, particularly in science-related subjects. These classes focus on improving understanding of basic concepts, which is essential for better performance in advanced topics. By reinforcing core knowledge, students gain confidence and are better prepared for higher-level coursework.

In addition, subject orientation sessions are conducted to address specific areas where students may face difficulties. These sessions provide a clear overview of complex topics and help learners grasp fundamental concepts more effectively. Such guidance ensures that students do not feel overwhelmed and are able to follow the regular curriculum with greater ease.

Personalized attention is another crucial strategy. Faculty members closely monitor the progress of slow learners and provide individual guidance to ensure clarity of concepts. This one-on-one support creates a nurturing learning environment and helps students overcome their academic challenges without feeling left behind.

Initiatives for Advanced Learners

For advanced learners, the institution offers various opportunities to enhance their academic growth and intellectual capabilities. Students are encouraged to participate in paper presentations, where they can explore topics of interest in greater depth. This activity helps in developing research skills, analytical thinking, and subject expertise.

The institution also promotes enrollment in Massive Open Online Courses (MOOCs), enabling students to gain knowledge beyond the standard curriculum. These courses provide exposure to advanced concepts and offer certifications that add value to their academic profile.

Furthermore, enrichment activities and academic competitions are regularly organized to stimulate innovation and competitiveness among advanced learners. Such activities foster critical thinking, creativity, teamwork, and problem-solving skills, ensuring continuous engagement and motivation.

Assessment and Identification Process

To effectively cater to different learning needs, the institution assesses students at the beginning of the program through a diagnostic test. This test evaluates their subject proficiency and helps in identifying students who require additional support. Under the guidance of the coordinator, bridge courses are conducted for those who need foundational reinforcement before regular classes begin.

After the completion of the bridge course, a post-assessment test is conducted to measure its effectiveness and categorize students as slow or advanced learners. Advanced learners are further encouraged to participate in management fests, pursue certification programs, and undergo intensive training for campus placements, enabling them to secure better career opportunities with competitive salary packages.

Through these structured initiatives, the institution ensures balanced academic development and supports every student in reaching their full potential.

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)
UG→ 1:25; PG→ 1:20
2.2.2 Mentor - Mentee Allocation 2024-25
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

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences (Attach supporting documents for the same)

Dayananda Sagar College of Arts, Science, and Commerce (DSCASC) adopts a progressive and student-focused approach to education by integrating innovative teaching methodologies such as experiential learning(BCA), (MCA)…, participative learning, value –added program and problem-solving techniques. These methods are designed to create an engaging and effective teaching-learning environment that not only enhances academic understanding but also prepares students for real-world challenges.

Experiential learning forms a key component of the institution's academic framework. Through hands-on projects, internships, case studies, and real-world simulations, students are given opportunities to apply theoretical concepts in practical contexts. This approach enables them to bridge the gap between classroom knowledge and industry practices. By actively engaging in such activities, students develop a deeper understanding of their subjects while simultaneously building essential skills such as decision-making, adaptability, and practical problem-solving. Experiential learning also allows students to gain exposure to real-life situations, thereby increasing their confidence and readiness for professional environments.

In addition to experiential learning, DSCASC emphasizes participative learning as a vital element of its teaching strategy. This approach involves interactive activities such as group discussions, seminars, workshops, role-plays, and collaborative assignments. By encouraging students to actively participate in the learning process, the institution fosters an environment where knowledge is shared and ideas are exchanged freely. Participative learning not only enhances students' understanding of concepts but also strengthens their communication, interpersonal, and teamwork skills. It promotes peer learning, where students benefit from diverse perspectives and collective problem-solving, making the educational experience more enriching and inclusive.

Problem-solving methodologies are also deeply embedded in the curriculum to cultivate critical thinking and analytical abilities among students. Learners are encouraged to analyze complex scenarios, identify challenges, and propose practical solutions, particularly in areas related to business and management. By working on real-life problems and case-based assignments, students develop the ability to think logically, evaluate alternatives, and make informed decisions. This approach nurtures a proactive mindset and equips students with the competence required to handle dynamic and challenging situations in their careers.

The role of faculty members at DSCASC is not limited to traditional teaching; instead, they act as facilitators and mentors who guide students throughout their learning journey. They support students in exploring concepts, encourage independent thinking, and provide constructive feedback to enhance learning outcomes. This mentorship-driven approach ensures that students receive personalized attention and continuous guidance.

Overall, the integration of experiential, participative, and problem-solving methods makes the teaching-learning process at DSCASC highly interactive, dynamic, and impactful. These student-centric strategies significantly enhance engagement and ensure that learning goes beyond textbooks. By prioritizing such innovative approaches, the institution aims to equip students with relevant knowledge, practical skills, and professional competencies. This commitment reflects DSCASC's dedication to delivering a high-quality education that aligns with industry expectations and meets the

evolving needs of students, ultimately preparing them for successful and fulfilling careers.

https://www.dscasc.edu.in/bca/bca-news - Value added BCA

https://www.dscasc.edu.in/images/BCA/news/project/PD245.pdf - Projects

https://www.dscasc.edu.in/bba/bba-news - Value added

https://www.dscasc.edu.in/images/BBA/new/project/Internship2425.pdf - Projects BBA
https://www.dscasc.edu.in/bba/bba-news - Industrial Visit

File Description	Documents
Upload any additional information	Projects BBA
Link for additional information	Projects-MBA projects - MCA

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

Dayananda Sagar College of Arts, Science, and Commerce is strongly committed to integrating Information and Communication Technology (ICT) into its academic framework to enhance the overall teaching-learning process. The institution adopts a technology-driven approach that enables faculty members to deliver content in a more interactive, engaging, and effective manner. By leveraging modern digital tools and platforms, the college creates a dynamic learning environment that supports deeper understanding, flexibility, and active student participation.

Smart classrooms equipped with LCD projectors and advanced audio-visual aids play a crucial role in delivering multimedia-rich content. These tools help simplify complex concepts and make learning more engaging and accessible for students. Faculty members actively use Learning Management Systems (LMS), online quizzes, and video lectures to provide continuous access to study materials, ensuring that students can learn at their own pace and revisit concepts whenever needed.

Interactive platforms such as Google Classroom, Microsoft Teams, Zoom, and Google Meet are widely used to facilitate communication, conduct classes, share assignments, and provide real-time feedback. These platforms promote seamless interaction between faculty and students, encouraging collaborative learning and active participation. In addition, Moodle is extensively utilized for conducting quizzes, assessments, grading, and performance evaluation, ensuring transparency and efficiency in academic processes.

The institution also emphasizes innovative teaching methodologies such as flipped classrooms, where students review content before class and engage in discussions and problem-solving during sessions. Virtual simulations and e-content development further enhance the learning experience by allowing students to visualize and understand concepts more effectively. Faculty members use analytics from digital platforms to track student performance, identify learning gaps, and modify their teaching strategies accordingly, ensuring personalized and outcome-based learning.

To strengthen practical learning, Virtual Labs (V-Labs) are incorporated for conducting laboratory sessions, enabling students to perform experiments in a simulated environment. Lab manuals are provided in advance to help students prepare thoroughly for practical sessions. For subjects involving mathematical concepts, digital tools like Digi Boards and Microsoft Whiteboard are used during online classes, making explanations clearer and more interactive.

The institution also promotes the use of online learning resources such as MOOCs and NPTEL courses, encouraging students to expand their knowledge beyond the prescribed curriculum. Additionally, platforms like Canvas are used for designing brochures and course-related materials, enhancing both academic and creative skills.

To keep pace with technological advancements, the college regularly organizes workshops and training programs for faculty members, ensuring they remain updated with the latest ICT tools and teaching practices. This continuous professional development enables educators to effectively integrate technology into their teaching methods.

Furthermore, the department conducts various online competitions and activities such as crackathons, hackathons, technical poster presentations, debates, placement training sessions, and collage-making events focused on emerging technologies. These initiatives foster creativity, innovation, critical thinking, and practical application of knowledge among students.

Overall, the extensive use of ICT tools and digital resources at the institution significantly enriches the teaching-learning experience. By combining technology with innovative pedagogical approaches, the college ensures a modern, flexible, and student-centric academic environment that prepares learners to meet the demands of a rapidly evolving, technology-driven world

Activity 1
Activity 2

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

2.3.3.1 - Number of mentors

104

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	Mentoring List
Circulars pertaining to assigning mentors to mentees	Mentoring Unit activities
Mentor/mentee ratio	UG→ 1:25; PG→ 1:20

2.4 - Teacher Profile and Quality

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

104

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	2.4.1 Data format
Any additional information	List of Faculty
List of the faculty members authenticated by the Head of HEI	List of Faculty

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

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

26

File Description	Documents
Any additional information	The institution has 26 full-time teachers with Ph.D. qualifications during the year. The submitted data includes their qualification details, research guide status and year of recognition, wherever applicable
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	2.4.2 Data Format

2.4.3.1 - Total experience of full-time teachers

File Description	Documents
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	Full time teachers 24-25

2.5 - Evaluation Process and Reforms

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

Dayananda Sagar College of Arts, Science, and Commerce, a constituent institution of Bangalore University, follows the examination and evaluation framework prescribed by the Bangalore university to ensure fairness, transparency, and continuous academic assessment. At the end of every semester, students appear for university examinations in which each subject carries a total of 100 marks, divided into 70 marks for external assessment and 30 marks for internal assessment (NEP) and 80 marks for external assessment and 20 marks for internal assessment (SEP). The internal assessment system is designed to evaluate students continuously throughout the semester and to encourage consistent academic engagement.

The college conducts two internal tests during each semester according to the academic calendar. These tests are scheduled after the completion of significant portions of the syllabus to help students prepare systematically for the semester-end examinations. Among the two tests conducted, the best performance is considered for the calculation of internal marks, thereby giving students an opportunity to improve their scores and academic performance.

To assess students comprehensively, faculty members employ a variety of evaluation methods such as written examinations, quizzes, presentations, assignments, seminars, practical problem-solving exercises, project work, internships, and viva voce examinations. In laboratory-based subjects, faculty-in-charge conduct practical examinations followed by viva sessions according to a predefined schedule. This multidimensional assessment approach enables teachers to evaluate not only theoretical understanding but also practical skills, analytical ability, communication skills, and subject application.

At the beginning of every semester, students receive an academic calendar(BBA,BCA,MCA,MBA) that clearly outlines important academic activities, including internal tests, laboratory examinations, departmental events, seminars, and class fests. Along with the schedule, students are also informed about the rubric and criteria used for awarding internal marks. Faculty members guide students regarding examination preparation, assignment submission, and assessment expectations well in advance, helping them plan their academic activities effectively.

The institution maintains a transparent and student-friendly evaluation process. After internal examinations, evaluated answer scripts are shared with students, and results are displayed for

verification. Students are encouraged to review their performance and clarify doubts regarding marks or grading directly with the concerned faculty members. Any discrepancies identified in the evaluation process are addressed promptly to ensure accuracy and fairness before marks are finalized and uploaded to the university portal.

The college also utilizes an online evaluation and attendance management system through which students can monitor their academic progress, including attendance records, assignment scores, internal test marks, and project evaluations. Weekly assignments and academic activities are regularly uploaded and monitored through the Moodle platform, ensuring systematic documentation and easy accessibility for students and faculty alike. All internal assessment records, including question papers, evaluated scripts, laboratory records, and mark sheets, are carefully maintained throughout the semester for academic monitoring and institutional reference.
In addition, the institution identifies slow learners and advanced learners based on their internal assessment performance. Faculty members provide appropriate academic guidance and support to improve student learning outcomes. A Class Representative (CR) also assists in observing and communicating the academic concerns of students to the class teacher, thereby promoting better coordination and student support within the classroom environment.

File Description	Documents
Link for additional information	examination and evaluation framework

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

Dayananda Sagar College of Arts, Science, and Commerce follows the examination and evaluation guidelines prescribed by Bangalore University to ensure a structured, transparent, and student-centered assessment process. The institution adopts a comprehensive evaluation system in which each subject carries a total of 100 marks, divided into 70 marks for the end-semester university examination and 30 marks for internal assessment. The internal assessment component is designed as a continuous evaluation mechanism that measures students' academic progress throughout the semester rather than relying solely on final examinations.

The internal assessment process includes a variety of academic activities such as class tests, assignments, seminars, presentations, projects, quizzes, and practical exercises. This approach helps faculty members evaluate students on multiple parameters, including conceptual understanding, analytical ability, communication skills, creativity, and practical application of knowledge. In addition to regular classroom activities, two internal tests are conducted during every semester according to the academic calendar prepared by the institution. These tests are scheduled after the completion of significant portions of the syllabus so that students can assess their understanding and prepare effectively for university examinations. Among the two internal tests conducted, the better score is considered for the calculation of internal marks, thereby encouraging students to improve their academic performance.

Faculty members also conduct unit tests and subject-specific evaluations using diverse assessment methods such as written examinations, PowerPoint presentations, quizzes, group discussions, and problem-solving activities. These methods enable teachers to assess students comprehensively and ensure that learning extends beyond rote memorization. In practical and laboratory-oriented subjects, faculty members guide students on problem-solving techniques, discuss solutions in detail, and explain appropriate approaches for handling practical questions and experiments. This continuous interaction between teachers and students contributes to better conceptual clarity and improved academic outcomes.

The institution places strong emphasis on transparency in the internal evaluation process. After every internal assessment, test results are displayed in classrooms, allowing students to review their performance openly. Students are given access to their evaluated answer scripts and are encouraged to discuss their marks and assessment outcomes directly with the concerned faculty members. Before the evaluation process begins, subject teachers clearly explain the valuation scheme, marking criteria, and expectations so that students understand how their performance will be assessed. In certain cases, peer observation and exchange of evaluated answer scripts are also practiced to enhance fairness and transparency in assessment.

All internal assessment marks are systematically entered and maintained in the institution's database through a fully web-based evaluation system. This online platform enables students to monitor their academic progress by accessing scores related to assignments, tests, projects, and other evaluation components throughout the semester. Students can also raise concerns or seek clarification regarding discrepancies in marks before the final grades are uploaded to the university portal. Faculty members address genuine grievances promptly and efficiently, ensuring a fair, transparent, and time-bound grievance redressal mechanism.

Through its continuous evaluation practices, technology-enabled assessment system, and transparent academic procedures, the college ensures that students receive regular feedback on their learning progress. The institution's assessment framework not only measures academic achievement but also motivates students to participate actively in the learning process and develop the skills necessary for higher education and professional growth.

File Description	Documents
Any additional information	Internal Assesment process

2.6 - Student Performance and Learning Outcomes

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

The evaluation of program outcomes and course outcomes is an important aspect of the modern education system, as it helps institutions measure the effectiveness of teaching and learning processes. These evaluations ensure that students acquire the required knowledge, skills, competencies, and attitudes necessary for academic achievement, professional development, and social responsibility. Educational institutions increasingly focus on outcome-based education because it emphasizes student learning and continuous academic improvement.

Program outcomes refer to the broader educational goals that students are expected to achieve by the completion of an academic program. These outcomes generally focus on the development of critical thinking, analytical skills, communication abilities, teamwork, leadership qualities, ethical values, and subject-specific expertise. Program outcomes are designed to prepare students for professional careers, higher education, and lifelong learning. They also reflect the institution's mission and vision while maintaining alignment with national and international educational standards.

Course outcomes are more specific and relate to individual subjects or courses within a program. They describe the particular knowledge, practical skills, and competencies that students should gain after completing a course. Every course outcome contributes to the achievement of the broader program outcomes. For instance, a communication course may enhance speaking, writing, and presentation skills, while a technical subject may strengthen analytical thinking, problem-solving abilities, and practical application of concepts. Clearly defined course outcomes help faculty members organize teaching methods effectively and guide students toward measurable learning objectives.

Educational institutions use a variety of assessment methods to evaluate the achievement of program and course outcomes. These methods include written examinations, assignments, quizzes, projects, seminars, presentations, laboratory experiments, internships, case studies, and group discussions. Continuous internal assessments and end-semester examinations are commonly used to monitor student progress and measure academic performance. Practical evaluations and project-based learning also help assess students' ability to apply theoretical knowledge in real-life situations.

To maintain consistency and fairness in evaluation, institutions often use well-structured scoring rubrics and assessment criteria. Rubrics provide a clear framework for evaluating student performance based on predefined standards and learning objectives. They ensure transparency in grading and help faculty members assess students objectively. At the same time, students receive constructive feedback that supports their academic growth and improvement.

The information collected from outcome evaluations is valuable for institutional development and academic planning. By analyzing assessment data, institutions can identify patterns in student performance, strengths in the curriculum, and areas that need improvement. This analysis supports evidence-based decision-making related to curriculum revision, teaching strategies, faculty training, and resource management. It also promotes continuous quality improvement by helping institutions adapt to changing educational and industry requirements.

Evaluation of program and course outcomes also plays a significant role in accreditation and quality assurance processes. Accrediting agencies and educational authorities require institutions to provide measurable evidence of student learning and academic effectiveness. Outcome-based assessment

demonstrates that institutions meet established educational standards and maintain high-quality academic practices. This strengthens institutional credibility and enhances public trust in the education system.

Another important aspect of outcome evaluation is its connection with industry expectations and employability. Educational institutions increasingly collaborate with employers, industry experts, and professional organizations to ensure that program outcomes align with workplace requirements. Such alignment helps students develop relevant technical knowledge, practical skills, communication abilities, and professional competencies demanded in the job market. As a result, graduates become more employable, career-ready, and capable of adapting to real-world challenges.

File Description	Documents
Upload any additional information	During 2024-25, the institution followed the curriculum prescribed by Bangalore University. However, the institution displayed Course Outcomes (COs) for each programme on its official website. Formalised documentation and systematic communication of POs and PSOs were not fully implemented during the academic year.
Upload COs for all Programmes (exemplars from Glossary)	Po and CO

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

At Dayananda Sagar College of Arts, Science and Commerce, the assessment of Program Outcomes (POs) and Course Outcomes (COs) forms a crucial part of the teaching and learning process. Program Outcomes represent the broader educational objectives that students are expected to achieve upon completing their academic program, whereas Course Outcomes define the specific knowledge, skills, and competencies students should gain from individual courses.

To evaluate the attainment of POs and COs effectively, the college adopts a variety of assessment methods such as written examinations, quizzes, assignments, projects, presentations, seminars, and practical demonstrations. These assessment techniques help measure students' academic performance, practical understanding, analytical abilities, and communication skills in a comprehensive manner.

The institution follows a well-structured scoring system supported by clearly defined rubrics and evaluation criteria. This ensures fairness, transparency, and uniformity in the assessment process while enabling faculty members to evaluate students objectively. Standardized evaluation practices also provide students with a clear understanding of their performance and learning progress.

Constructive feedback is an important component of the evaluation process. Faculty members provide feedback that highlights students' strengths as well as areas requiring improvement, helping them enhance their academic performance and overall learning experience. At the same time, the feedback and assessment data enable instructors to review and improve their teaching methodologies, course delivery, and curriculum design according to student needs and learning outcomes.

The data collected through outcome evaluation contributes significantly to institutional development and academic enhancement. By analyzing student performance trends, the college can make informed decisions regarding curriculum improvement, faculty development, and teaching strategies. This process supports continuous quality improvement and helps maintain high academic standards within the institution.

The evaluation of POs and COs also plays an important role in accreditation and quality assurance processes. Through systematic assessment and documentation, the college demonstrates its commitment to maintaining educational excellence and meeting the standards prescribed by

accrediting bodies and educational authorities.

Furthermore, the alignment of Program Outcomes with industry expectations ensures that students acquire the professional knowledge, practical skills, and competencies required in the modern workplace. This industry-oriented approach improves the employability of graduates and strengthens the reputation and credibility of the institution in the competitive job market.

File Description	Documents
Upload any additional information	During 2024-25, the institution followed the curriculum prescribed by Bangalore University. However, the institution displayed Course Outcomes (COs) for each programme on its official website. Formalised documentation and systematic communication of POs and PSOs were not fully implemented during the academic year.

2.6.3 - Pass percentage of Students during the year

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

781

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	2.6.3 Data Format

2.7 - Student Satisfaction Survey

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

SSS 2024-25

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

3,98,393.00

File Description	Documents
List of endowments / projects with details of grants(Data Template)	Funding Details

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

4

File Description	Documents
Any additional information	Research guides- English version
Institutional data in prescribed format	3.1.2 number of research guides

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

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

During 2024–25, a few faculty members made efforts to secure research funding from government and non-government agencies. However, no projects received funding during the year. Hence, the number of departments with funded research projects is Nil.

3.2 - Innovation Ecosystem

Effective knowledge transformation and transfer are crucial in the ever changing world of today. When it comes to encouraging innovation, entrepreneurship, and creativity, Dayananda Sagar College of Arts, Science, and Commerce (DSCASC) shines. DSCASC fosters an atmosphere that is favorable to development and ongoing learning by promoting experimentation and risk-taking.

From the outset of their academic journey, students are inspired to participate in research and knowledge development through innovative teaching approaches. Holistic growth is ensured by programs run by the Center for Innovative Learning (CIL), guest lecturers, and project-based learning techniques.

While awareness programs keep students up to date on current industry trends and upcoming technology, regular meetings with industry experts, alumni, and startup mentors offer insightful information. Innovative projects that advance society are further stimulated by an effective research culture.

Workshops and faculty development programs are useful venues for networking, information exchange, and cooperation with experts and thought leaders. By providing webinars, online courses, and digital repositories, DSCASC also makes use of contemporary technologies to democratize education and foster creativity.

DSCASC offers practical learning opportunities and promotes societal well-being through outreach

activities that tackle real-life challenges. DSCASC has made a name for itself as a pioneer in promoting innovation and positive change by emphasizing creativity, interdisciplinary learning, and community impact.

Link

https://www.dscasc.edu.in/images/BBA/activity/Iefc.pdf

File Description	Documents
Upload any additional information	Natioanal Seminar Guest Lecture FDP World Environment day Blood Donation
Paste link for additional information	**Additional information**

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year
3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year
17

File Description	Documents
Report of the event	Report of the events
Any additional information	Additional Information
List of workshops/seminars during last 1 years (Data Template)	3.3.2 Data Template

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

The institution recently received recognition as a Research Centre for MBA under Bangalore University. Though four faculty members are approved research guides, no Ph.D. scholars were allotted during the assessment year. Hence, the number of registered Ph.D. scholars is Nil.

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

50

File Description	Documents
List of research papers by title, author, department, name and year of publication (Data Template)	3.3.2 Data Format

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

08

90

File Description	Documents
List books and chapters edited volumes/ books published (Data Template)	**3.3.2 book chapters**

3.4 - Extension Activities

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

3.4.3 Extension and outreach programs

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

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

During the academic year, the institution did not receive any awards or formal recognitions for extension activities from government or government-recognized bodies. However, the institution continued to undertake various extension and outreach activities aimed at promoting social responsibility, community engagement, and societal development.

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

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

30

File Description	Documents
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	3.4.3 Extension and outreach programs

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in

collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

2571

File Description	Documents
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	3.4.3 Extension and outreach programs

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

42

File Description	Documents
Details of Collaborative activities with institutions/industries for research, Faculty	3.5.1 Collaboration

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

6

File Description	Documents
Any additional information	MOU Signed document
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	3.5.1 MoU details

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.

Classrooms:

The institution has a total of 49 classrooms, of which 45 are ICT-enabled with LCD projectors, LAN connectivity, and Wi-Fi facilities. All classrooms are well-furnished, adequately ventilated, and spacious, providing a conducive environment for teaching and learning. Among these, seven classrooms are designated as smart classrooms. Regular cleaning, upkeep, and maintenance are carried out to ensure a hygienic and effective academic environment.

Laboratories:

The college has well-equipped computer laboratories with a total of 450 systems to support practical and lab-based learning. In addition, the institution has dedicated laboratories for Physics and Chemistry, catering to the academic requirements of the students.

The institution also has an exclusive Electronic Data Processing (EDP) Department, headed by a Manager. The department is responsible for the maintenance and management of all computing resources, including hardware, software, and networking infrastructure, ensuring smooth and uninterrupted academic and administrative operations.

Library Services and Digital Integration

The institution maintains a state-of-the-art library functioning on an Open Access System, ensuring seamless physical and intellectual access to information for all stakeholders. To keep pace with the digital transformation in higher education, the library integrates the following features:

Digital Infrastructure and E-Resources

- Digital Library Hub: 20 high-end computer systems is available for students and faculty to access the digital repository.

- Remote Access: To promote 24/7 learning, all faculty members and students are provided with individualized login credentials, enabling authenticated remote access to all

subscribed e-resources.

 Database Subscriptions: The library provides robust access to premier global databases, including:

- o EBSCO Host (Management and Technical suites)
- o e-ShodhSindhu (Consortium for Higher Education Electronic Resources)
- o Additional domain-specific digital databases to support research and curriculum excellence.

2. Strategic Institutional Memberships

To extend the scope of available literature beyond the campus walls, the institution maintains prestigious Corporate Memberships with:

 Indian Institute of Management, Bangalore (IIMB) Library

 British Council Library, Bangalore

Other Academic and Support Facilities

The institution maintains a robust physical infrastructure to facilitate large-scale academic dissemination and student engagement. These facilities are strategically distributed across the campus to support diverse pedagogical needs:

 Dr. P C Sagar Auditorium: A premier, high-capacity venue with a seating capacity of 800, utilized for international conferences, graduation ceremonies, and cultural conventions.

 Dr. C D Sagar Auditorium: A mid-sized venue seating 200, optimized for departmental workshops, guest lectures, and faculty development programs (FDPs).

 Specialized Seminar Halls:

- o Central Library Seminar Hall: A 60-seater facility designed for research-oriented presentations, literature reviews, and interactive academic sessions.
- o MCA Block Seminar Hall: A 120-seater hall equipped for technical workshops, coding symposia, and ICT-enabled training sessions.

File Description	Documents
Paste link for additional information	4.1.1 supporting document

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

The institution is committed to the holistic development of students, providing a state-of-the-art ecosystem for physical education, mental well-being, and cultural expression. The infrastructure is designed to international standards to nurture talent beyond the classroom.

1. Cultural and Academic Infrastructure (Auditoria & Venues)

The campus hosts high-capacity venues for academic and cultural exchange, totaling over 40,000 sq. ft. of dedicated space:

- Dr. P.C. Sagar Auditorium: A flagship venue spanning 31,250 sq. ft. for large-scale conventions and cultural fests.
- C.D. Sagar Auditorium: A specialized space of 2,940 sq. ft. for mid-sized gatherings.

- Amphitheater & Open-Air Theatre: A 5,400 sq. ft. open-air venue with a seating capacity of 500, serving as the hub for social activities and community building.
- Specialized Halls: Includes the Central Library AV Auditorium (1,239 sq. ft.) and the MCA Seminar Hall (1,150 sq. ft.) for ICT-enabled learning and seminars.

2. Sports and Fitness Facilities

To promote physical well-being and competitive spirit, the institution provides extensive indoor and outdoor sports infrastructure:

Outdoor Sports Infrastructure:

- Synthetic Tennis Court and specialized Basketball Court.
- Dedicated Football Field and Cricket Practice Pitches.
- Standard courts for Volleyball and Throwball.

Indoor Sports and Professional Training:

- International Level Squash Courts: Two high-performance courts for competitive training.
- Modern Gymnasium: Fully equipped with contemporary fitness machinery.
- Table Tennis: Dedicated indoor arena for racquet sports.

3. Health and Wellness Centers

- Yoga and Aerobics Hall: A dedicated space for physical conditioning and flexibility training.
- Shiva Sagar Meditation Hall: A serene facility established specifically for Yoga and Meditation, focusing on the mental tranquility and focus of both students and staff.

File Description	Documents
Paste link for additional information	4.1.2 supporting documents

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

49

File Description	Documents
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	4.1.3 supporting documents

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

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

649.03

File Description	Documents
Upload any additional information	
Upload audited utilization statements	Aided DSCASC- Audited repots Un-aided DSCASC- Audited Accounts
Upload Details of budget allocation, excluding salary during the year (Data Template	4.1.4 Data template

4.2 - Library as a Learning Resource

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

The Dayananda Sagar College of Arts, Science & Commerce (DSCASC) Library serves as the academic and intellectual cornerstone of the institution. It is designed to facilitate diverse learning needs by providing a comprehensive repository of both traditional and modern information resources.

1. Resource Portfolio and Quality Assurance

The library maintains a contemporary collection focused on academic excellence:

- Current Editions: Systematic procurement processes ensure that students and faculty have access to the latest editions of textbooks, reference books, and scholarly publications.
- Diverse Periodicals: The collection includes high-impact journals, industry-specific periodicals, and publications from internationally recognized publishers.

2. Strategic Focus on Digital Learning

In alignment with the institution's commitment to a technologically advanced learning environment, the library has prioritized digital integration:

- 24/7 Accessibility: E-resources and digital learning platforms are accessible remotely, ensuring uninterrupted learning beyond campus hours.
- Digital Transformation: The library is transitioning from a traditional repository to a dynamic digital hub, emphasizing e-journals and online databases to support research and self-paced learning.

3. Future Roadmap and Institutional Vision

The institution views the library not merely as a facility, but as the central hub of all academic activities. Future initiatives are strategically planned to:

- Enhance the interactive learning ecosystem through advanced ICT tools.
- Further expand the digital repository to encompass a broader spectrum of global research databases.
- Implement innovative pedagogical support systems to foster an environment of intellectual freedom and cultural exchange.

File Description	Documents
Upload any additional information	4.2.1 library facilities
Paste link for Additional Information	Footprints

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**A. Any 4 or more of the above**

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

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

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

xxxxx

File Description	Documents
Any additional information	e-resources Purchase of Books
Audited statements of accounts	Aided DSCASC- Audited repots Un-aided DSCASC- Audited Accounts
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	4.2.4 Annual Expenditure

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

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

1384.38 , (50.24%)

File Description	Documents
Any additional information	Footprints
Details of library usage by teachers and students	Accession register

4.3 - IT Infrastructure

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

Institutional Strategy for IT Governance and Digital Security

The institution maintains a sophisticated IT ecosystem managed by a centralized Electronic Data Processing (EDP) Department. This department ensures that the technological backbone of the campus remains resilient, secure, and aligned with global academic standards.

1. Network Connectivity and Security

- High-Speed Bandwidth: The campus is powered by a 500 Mbps dedicated leased line, ensuring high-speed, reliable internet connectivity for research, administrative tasks, and digital learning.
- Firewall Protection: To ensure a secure digital environment, a robust hardware firewall is deployed. This provides a perimeter defense against unauthorized access, malware, and evolving cyber threats.
- Controlled Access: Security is further enhanced through an individual authentication system. Students and staff are provided with unique credentials to access campus machines, ensuring data accountability and secure usage.

2. Software Compliance and Communication

- Licensing Policy: The institution strictly adheres to ethical software practices. The computing environment is supported by Windows-based licenses and a strategic mix of licensed and open-source software tailored for faculty and departmental needs.
- Collaboration Tools: Academic operations are streamlined through institutional group mail services and dedicated email platforms, fostering efficient communication and professional collaboration among stakeholders.

3. Data Integrity and Business Continuity

- Systematic Backups: The EDP team follows a rigorous data integrity protocol. Regular backups are performed using solid-state storage devices, ensuring high-speed data recovery and minimal downtime in the event of hardware failure.
- Proactive Maintenance: A routine maintenance schedule is in place for all hardware and networking peripherals, extending the lifecycle of IT assets and ensuring the reliability of classroom ICT tools.

Maintenance Bill 1

Maintanance Bill 2

Register for IT infrastructure

Printer Invoices

Service invoices

SSD invoices

4.3.2 - Number of Computers

454

4.3.3 - Bandwidth of internet connection in	**A. ? 500 Mbps**

the Institution

File Description	Documents
Upload any additional Information	Internet Bills
Details of available bandwidth of internet connection in the Institution	500 Mbps

4.4 - Maintenance of Campus Infrastructure

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

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

394.90

File Description	Documents
Audited statements of accounts	Aided DSCASC- Audited repots Un-aided DSCASC- Audited Accounts
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	4.4.1 Data template

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.

Institutional Maintenance Framework and SOPs

The institution ensures the longevity and optimal utilization of its physical, academic, and support facilities through a structured maintenance ecosystem. This is supported by both in-house technical teams and external Annual Maintenance Contracts (AMCs).

1. Library Management and Resource Optimization

- Classification and Search: The library utilizes the Dewey Decimal Classification (DDC) system for systematic organization. Resource discovery is facilitated through the Online Public Access Catalog (OPAC).

- Digital and Security Systems: The library features a multimedia-equipped digital bay. Security and monitoring are ensured via CCTV surveillance and an Access Control System to track and analyze student footfall.
- Knowledge Updates: A systematic procurement policy is in place for the annual renewal of high-impact print and e-journals. Capacity building is prioritized through regular training sessions for students and staff on the effective use of e-resources.

2. Physical and Campus Infrastructure

- Cleanliness and Hygiene: General infrastructure, including classrooms and corridors, is maintained using advanced cleaning machinery. The institution adheres to a strict schedule for pest control to ensure a healthy environment.
- Green Campus: A dedicated horticultural team oversees campus greenery, ensuring an aesthetically pleasing and eco-friendly atmosphere.
- Electrical and Power Backup: Electrical systems and UPS units are managed by expert electricians and supported by AMCs to ensure uninterrupted power supply for laboratories and administrative blocks.

3. Laboratory and IT Maintenance

- EDP Department Oversight: All computing resources and laboratories are managed by the EDP Department, which handles hardware/software updates, network security, and data backups.
- Procurement and Audit: The institution follows a transparent procurement process involving multiple quotations and expenditure statements. Annual Stock Verification is conducted to ensure the accountability and physical health of laboratory equipment.

4. Sports and Fitness Maintenance

- Facility Upkeep: Regular maintenance is conducted for the gymnasium, sports grounds, and courts. Gym equipment is audited for safety and functionality.
- Resource Distribution: A structured issuance system is in place for sports materials, ensuring availability for both routine practice and inter-collegiate competitions.

4.4.4 supporting document

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

69

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

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

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

373

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

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

A. All of the above

File Description	Documents
Link to Institutional website	Capacity building & Skills Enhancement initiatives
Any additional information	Abstract
Details of capability building and skills enhancement initiatives (Data Template)	Data Template

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

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

320

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

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

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	Prevention of sexual harrassment Anti-Ragging Students Grievance cell
Upload any additional information	**Statutory Cells Links**
Details of student grievances including sexual harassment and ragging cases	Students Grievances samples

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

262

File Description	Documents
Self-attested list of students placed	Self-attested list of students placed
Upload any additional information	Offer Letters
Details of student placement during the year (Data Template)	Data Template

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

5.2.2.1 - Number of outgoing student progression to higher education

85

File Description	Documents
Upload supporting data for student/alumni	**Supporting Doc for Progression to Higher education**
Any additional information	**Abstract**
Details of student progression to higher education	**List of Students Progressed to Higher Education**

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

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

File Description	Documents
Upload supporting data for the same	**Supporting Doc of Students qualifying exams**
Any additional information	**Abstract**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	5.2.3 Data Template

5.3 - Student Participation and Activities

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

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

09

File Description	Documents
e-copies of award letters and certificates	E-copies of Certificates
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	5.3.1 Data Template

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)

Dayananda Sagar College of Arts, Science and Commerce maintains an active Students' Council that supports and promotes the institution's vision and mission. The council is designed to provide students with meaningful opportunities to develop leadership, coordination, and decision-making skills through the planning and execution of various activities and programs. It is composed of representatives from all cells/units, ensuring inclusive student representation. Prior to organizing any event, discussions and meetings are held with the Students' Council to plan the structure and schedule of the program. Council members regularly communicate academic and non-academic concerns to their respective class counsellors. By working closely with different event committees, the council members gain practical, hands-on experience in organizing and managing institutional events.

File Description	Documents
Paste link for additional information	Report of co-curricular & Extra Curricular activities
Upload any additional information	5.3.2 student Council

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

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

73

File Description	Documents
Report of the event	5.3.3-abstract
Upload any additional information	5.3.3-student participation in inter-collegiate events
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	5.3.3 Data Template

5.4 - Alumni Engagement

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

The institution has a registered Alumni Association with registration numbers 660/2017–2018 and 178/2024–25. It is committed to building and sustaining strong relationships with its alumni network. The association serves as an effective platform that connects alumni, faculty, and current students of the institution. To strengthen this bond, the institution regularly organizes alumni meets and interactive sessions. Alumni from diverse professional sectors are invited to engage with students, helping them understand corporate work ethics and industry expectations. These interactions also motivate and guide students toward entrepreneurial initiatives and career development.

File Description	Documents
Paste link for additional information	Alumni Rgistration Certificate
Upload any additional information	Alumni Annual Report

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ≥ 5 Lakhs B. 4 Lakhs - 5 Lakhs C. 3 Lakhs - 4 Lakhs D. 1 Lakhs - 3 Lakhs **D. 1 Lakhs - 3 Lakhs**

File Description	Documents
Upload any additional information	Alumni Audit Report to be uploaded

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

Founded in 1978 under the aegis of the MGVP Trust, Dayananda Sagar College of Arts, Science and Commerce (DSCASC) functions with a governance framework that is firmly aligned with its vision, mission and core values. The institution offers four undergraduate programmes (B.Com, BBA, BCA and B.Sc.) and three postgraduate programmes (MBA, MCA and M.Com.), all accredited by Bangalore University, and is committed to delivering quality education through effective leadership, transparent administration and participative management.

The governance structure ensures systematic planning, efficient implementation and continuous monitoring of academic and administrative processes to achieve institutional objectives. Strategic decisions are guided by the vision of excellence in education, research and training, and by the mission of fostering creativity, innovation and scholarly pursuits. Policies related to curriculum delivery, faculty development, student support, infrastructure development and community engagement are formulated to translate the institutional philosophy into practice.

DSCASC follows a decentralized and participative model of governance, encouraging the involvement of faculty, staff and students through various statutory and non-statutory committees. Leadership at all levels promotes accountability, integrity and transparency in decision-making. The management supports continuous professional development of faculty by facilitating participation in workshops, FDPs, conferences and training programmes, thereby strengthening academic quality and institutional effectiveness.

The institution’s governance practices reflect its commitment to nurturing leaders with strong ethical values, professional competence and social responsibility. By integrating its administrative policies and academic strategies with its guiding principles, DSCASC ensures that governance is not only efficient but also purpose-driven and value-oriented.

Vision

To be a Centre of Excellence in Education, Research & Training and to produce citizens with exceptional Leadership Qualities to serve the National and Global needs.

Mission

To achieve our objectives in an environment that enhances Creativity, Innovation and

Scholarly Pursuits while adhering to our vision.

Core Values

- Pursuit of Excellence
- Fairness
- Leadership

- Integrity & Transparency.

File Description	Documents
Paste link for additional information	Governing Council Minutes of Meeting
Upload any additional information	HR Policy Document IQAC Composition 3. IQAC Composition

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

At Dayananda Sagar College of Arts, Science and Commerce (DSCASC), effective leadership is demonstrated through structured decentralization and participative management practices that ensure collaborative decision-making, operational efficiency and shared accountability across academic and administrative functions. The institution has established a cohesive operational structure comprising functional clusters such as **Admissions, Accounts, Human Resources, Facility Management, Library Services and Academic Departments**. Each cluster operates with clearly defined roles and responsibilities to enable focused delivery of core educational services.

Decentralized leadership is reflected in the governance framework where the **Principal**, as the head of the institution, provides strategic direction and oversight for academic excellence, institutional branding, accreditation processes and external engagements. Supporting the Principal is a second tier of leadership comprising the **Vice Principal, Heads of Departments (HODs), Directors of functional units, and the IQAC Coordinator**, who together facilitate systematic planning, implementation and review of institutional initiatives. Faculty members serve as **Course Coordinator(s)** for each programme, ensuring academic coherence, monitoring teaching–learning activities, coordinating curriculum implementation, and acting as a key liaison between students and departmental leadership.

Participative management is fostered through the constitution of statutory and non-statutory committees involving faculty representatives, administrative staff and student members. These committees — such as Principal - HoDs Council, Examination Committee, Student Support Committee, Research and Development Cell, Grievance Redressal Cell and others — play an active role in policy formation, quality assurance, and operational decision-making. The Internal Quality Assurance Cell (IQAC) further strengthens participative governance by recruiting and overseeing criteria heads, who coordinate documentation and compliance with NAAC requirements with support from departmental members. This inclusive mechanism promotes transparency, stakeholder engagement and continuous improvement

File Description	Documents
Paste link for additional information	**Links:** 1. Strategic Plan 2. Institutional Organizational Chart 3. Statutory Cells 4. Operational Procedures and Policies 5. Grievance Redressal Policy 6. Research and Development Cell 7. Institutional Distinctiveness

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institutional Strategic/Perspective Plan (2024-2025) for Dayananda Sagar College of Arts, Science, and Commerce (DSCASC) was formulated by the IQAC with stakeholders via workshops in July 2024, aligning with the vision of holistic excellence and mission of quality education and ethical leadership. It sets broad KPIs like enrollment growth, increased Scopus publications, and improved placements, reviewed biannually for adaptability.

Governance emphasizes transparent leadership and participative management through committees, with IQAC audits (During this year we witnessed NAAC peer team Visit) ensuring regulatory compliance and enhanced stakeholder satisfaction. Infrastructure supports safety via CCTV and expanded hostels, while MIS/e-governance streamlines processes; the library digitizes resources with RFID and INFLIBNET access.

Faculty empowerment includes PhD recruitment, FDPs, and welfare like health insurance, boosting retention. Teaching-learning integrates ICT in smart classrooms, blended tools, and remedial support, improving pass rates.

Research thrives via a dedicated cell funding projects, yielding more publications; an Innovation Cell targets patents. Industry MoUs enable internships, and funding supports extra - curricular for broad engagement, enhancing placements.

Central to the plan is autonomy by 2026: Adopt OBE fully by mid-2025 via phased PEO/PO/CO mapping, CBCS electives, active learning (flipped classrooms, rubrics), and attainment analysis with remediation. Workshops train faculty; SSR preparations and BoS oversight ensure UGC alignment, enhancing flexibility and NAAC scores.
Deployment yields positive feedback, secured grants, and greater infrastructure utilization, fostering sustainable quality.

File Description	Documents
Strategic Plan and deployment documents on the website	Strategic Plan
Paste link for additional information	Institutional Organizational Chart Institute Distinctiveness Policy Statutory Cells
Upload any additional information	Operational Procedures and Policies

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

The functioning of institutional bodies at Dayananda Sagar College of Arts, Science, and Commerce (DSCASC) is effective and efficient, as evidenced by robust policies, a well-defined administrative setup, transparent appointment and service rules, and streamlined procedures. Key bodies include the Governing Body (GB) for strategic oversight, Academic Council for curriculum decisions, Internal Quality Assurance Cell (IQAC) for quality monitoring, and various committees (e.g., Staff Selection, Grievance Redressal) aligned with UGC/NAAC guidelines. These ensure participative governance, as per the Institutional Strategic Plan (2024-2025), fostering academic excellence, operational efficiency, and holistic development.

Administrative setup is hierarchical yet decentralized, with the Principal as executive head, supported by HODs for departmental coordination and non-teaching staff for operational support. Policies include a comprehensive Code of Conduct emphasizing integrity, professional ethics, and conflict avoidance, prohibiting political involvement or harassment (per UGC norms). An ERP system streamlines admissions, attendance, and finance, reducing processing time and enabling e-governance. The CHANAKYA Audit Cell conducts internal audits for regulatory compliance, ensuring zero lapses. Grievance Redressal Committee (GRC) resolves issues within 15 days via informal/formal hearings, promoting a harmonious environment.

Appointments follow transparent procedures: Advertisements via college website/university portals, shortlisting by Staff Selection Committee (including external experts), and merit-based selections per UGC/AICTE norms. Service rules cover probation (1 year with half-yearly reviews), confirmation via Performance-Based Appraisal System (PBAS) assessing teaching, research, and extension (e.g., API scores for promotions). Leave policies include Casual, Earned, Maternity, and Duty Leave for FDPs/seminars, sanctioned via ERP with HOD approval. Welfare measures like health insurance and retention incentives (e.g., career advancement schemes) enhance staff satisfaction, reflected in low attrition rates.

Procedures emphasize continuous evaluation: Biannual IQAC meetings review KPIs, with

benchmarks for learning organization evolution. Faculty receives incentives for 100% results and research (e.g., publication rewards, funding for projects via Research Cell). Non-teaching staff undergo skill workshops for efficiency. Outcomes include consistent university ranks, 80%+ placements via industry training, increased CSR/blood donation camps, yoga for health awareness, and spiritual programs under study centers. Initiatives for a dedicated research center in management underscore scholarly contributions. Stakeholder feedback (85% satisfaction) and NAAC-aligned audits validate efficient functioning.

These measures reflect DSCASC's dedication to operational efficiency, academic success, and community well-being, positioning it as a proactive institution under the 2024-2025 Strategic Plan.

File Description	Documents
Paste link for additional information	1. HR Policy 2. Rules and Regulations 3. Faculty Development Policy
Link to Organogram of the institution webpage	OrganizationChart.jpg (600×337) Code of Conduct

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

B. Any 3 of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	1. E-governance in areas of operation 2. ERPs links of the college
Screen shots of user inter faces	Screenshots of User Interfaces E-governance in areas of operation
Any additional information	ERP Screenshots
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	User Interface Components

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

The institution demonstrates a comprehensive commitment to the well-being and professional growth of its teaching and non-teaching staff through a multifaceted welfare framework. These measures encompass career advancement opportunities, health and medical support, recreational amenities, family-oriented benefits, retirement security, engagement initiatives, leave policies, and recognition programs. Implemented in alignment with statutory requirements and institutional policies, these initiatives foster a supportive work environment, enhance job satisfaction, and promote long-term retention. Key welfare measures include:

Avenues for Career Development

- Faculty rewards for research, including incentives for conference presentations and research publications to encourage scholarly contributions.
- Timely promotions based on performance appraisal and eligibility criteria, ensuring equitable career progression.
- Sponsorship and encouragement for Faculty Development Programmes (FDPs), workshops, and seminars to build teaching and research competencies.
- Support for further education, such as study leave for pursuing additional degrees (e.g., Ph.D. or certifications).

- Provision of seed funding by the institution for undertaking minor research projects, enabling innovative academic pursuits.
- Additional avenues like performance-linked incentives and opportunities for administrative roles to broaden professional exposure.

Medical Facilities

- In-house medical services, including regular health check-ups and on-campus first-aid facilities.
- Comprehensive health insurance benefits covering teaching and non-teaching staff, with extensions to dependents where applicable.
- Medical leave provisions and reimbursement schemes for hospitalization or specialized treatments, in line with government norms.

Recreational Facilities

- Access to gymnasiums or fitness centers equipped with modern amenities to promote physical health.
- Well-maintained sports facilities, including indoor and outdoor courts for activities like badminton, volleyball, and yoga sessions.
- Annual sports meets and recreational outings to encourage work-life balance.

Maternity and Paternity Benefits

- Paid maternity leave as per statutory guidelines (up to 180 days), with provisions for extended support during adoption.
- Paternity leave entitlements to facilitate family responsibilities.

Retirement Benefits

- Contributions to gratuity funds, ensuring financial security post-retirement.

Employee Engagement Activities

- Regular team-building events, cultural programs, and annual gatherings to strengthen interpersonal bonds.
- Professional development workshops on stress management, leadership, and soft skills.

Leave Provisions

- Generous sick leave allowances with medical certification flexibility.
- Sabbatical leave options for research or advanced studies, subject to institutional approval.

Employee Recognition

- Annual awards and certificates for outstanding contributions in teaching, research, and administration.
- Performance-based bonuses and monetary incentives to acknowledge excellence.

File Description	Documents
Paste link for additional information	Faculty Development Policy
Upload any additional information	Code of Conduct Policy

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

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

year

57

File Description	Documents
Upload any additional information	Faculty Development Policy
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	Faculty Rewards in 24-25

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

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

12

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

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

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

64

File Description	Documents
IQAC report summary	IQAC Report
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	Faculty List
Upload any additional information	Metrics for Faculty to attend FDP
Details of teachers attending professional development programmes during the year (Data Template)	Training Programs Organised and conducted

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

The institution employs a robust and structured Performance Appraisal System designed to systematically evaluate the contributions of both teaching and non-teaching staff. This process is integral to fostering excellence, accountability, and continuous improvement, aligning individual performance with the institution's strategic goals. By emphasizing transparency, fairness, and developmental feedback, the system not only recognizes achievements but also identifies opportunities for growth, ultimately enhancing institutional efficacy.

Core Principles and Process

The appraisal framework is built on the establishment of clear, measurable, and time-bound objectives that resonate with institutional priorities, encompassing domains such as teaching efficacy, scholarly research, professional advancement, administrative efficiency, and community engagement. Staff members are actively involved through a reflective self-assessment phase, where they document their accomplishments, challenges, and innovative practices in teaching, service delivery, and extracurricular contributions. This participatory approach cultivates ownership and self-awareness, ensuring appraisals are holistic and forward-looking.

Key Components of the Appraisal

The evaluation incorporates a balanced array of metrics tailored to the roles of teaching and non-teaching personnel:

- Teaching and Instructional Effectiveness (for Teaching Staff): Assessed via comprehensive student feedback surveys, peer classroom observations, and self-evaluations of pedagogical innovations, ensuring alignment with learning outcomes and student satisfaction.
- Research and Innovation: Evaluated based on the quality and impact of scholarly outputs, including peer-reviewed publications, conference presentations, patents, and funded projects, with incentives for interdisciplinary collaborations.
- Service and Administrative Contributions: Encompasses participation in institutional committees, governance roles, outreach programs, and professional society involvements, recognizing the vital support provided by non-teaching staff in operational excellence and event management.

- Professional Development: Measures engagement in capacity-building initiatives, such as Faculty Development Programmes (FDPs), workshops, certifications, and pursuit of advanced degrees, promoting lifelong learning and adaptability.

For non-teaching staff, appraisals focus on operational metrics like efficiency in administrative processes, technological proficiency, and contributions to campus sustainability, benchmarked against departmental key performance indicators (KPIs).

Feedback, Documentation, and Follow-Up

Post-appraisal, detailed constructive feedback sessions are conducted, highlighting strengths, commendations, and targeted recommendations for enhancement. This dialogue-driven mechanism empowers staff to formulate personalized action plans, supported by institutional resources such as mentorship programs and skill-building grants. Comprehensive documentation—including self-appraisal forms, evaluator reports, and progress trackers—is securely maintained in a centralized digital repository, informing decisions on promotions, increments, and career progression.

To sustain momentum, periodic follow-up reviews (biannual or annual) are integrated, with mid-term check-ins to monitor progress and allocate necessary support. This iterative cycle transforms the appraisal into a catalyst for personal empowerment and organizational resilience, yielding measurable outcomes such as elevated retention rates, heightened productivity, and a culture of excellence. The system's efficacy is periodically audited through anonymous staff surveys, ensuring it remains responsive to evolving needs and best practices in higher education.

growth.

File Description	Documents
Paste link for additional information	Appraisal format

6.4 - Financial Management and Resource Mobilization

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

The institution maintains a transparent and efficient financial ecosystem, generating revenue from diverse sources including student fees, government salary support for aided staff, scholarships, conference/event fees, and sponsorships for student fests. A dedicated Finance and Accounts Department, comprising seasoned professionals, ensures meticulous fund utilization through structured accounting principles, segregated ledgers for income/expenditure, and budgetary oversight. Operational costs are met via fees, while major investments undergo senior management approval. Event-specific fees are ring-fenced for their intended purposes.

- **Internal Audits:** Conducted continuously by the accounts team and management, these encompass quarterly reviews of receipts, payments, and transactions. Key focus areas include receipt verification, scholarship disbursements, bank reconciliations, budgetary adherence, and compliance reporting. Income-expenditure statements are prepared for management scrutiny, with observations resolved promptly through corrective actions and documentation.
- **External Audits:** Performed annually by the independent firm, BP Rao & Co., Chartered Accountants, these entail comprehensive scrutiny of financial records, including payments, receipts, capital expenditures, salary disbursements, and statutory deductions. The auditors finalize the balance sheet and issue recommendations.

Audit objections are settled via a structured mechanism: immediate identification during reviews, allocation of responsibilities to concerned departments, implementation of rectifications within 30 days, and follow-up verification. This ensures fiscal integrity and regulatory compliance, fostering accountability.

File Description	Documents
Paste link for additional information	Audited Report
Upload any additional information	Unaided Audit Report

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

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

35,000

File Description	Documents
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	Document of Proof Document of Proof Document of Proof

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

The institution adopts a prudent and strategic approach to fund mobilization and resource allocation, primarily sourcing revenue through student tuition fees, supplemented by government grants, scholarships, and event-based sponsorships. These funds are meticulously managed to ensure fiscal sustainability, transparency, and alignment with institutional objectives, thereby bolstering academic excellence, infrastructural integrity, and stakeholder welfare.

Key utilization strategies encompass:

- Human Resource Support: Allocation for competitive monthly emoluments to teaching and non-teaching staff, fostering retention and motivation.
- Infrastructure Maintenance and Enhancement: Periodic upkeep of buildings and assets, alongside procurement of essential furniture, fixtures, computers, machinery, and academic software to align with industry benchmarks and facilitate skill augmentation for staff and students.
- Sustainability Initiatives: Dedicated resources for campus cleanliness, landscaping, and eco-friendly maintenance practices, promoting a green and conducive learning environment.

- Professional Development: Incentives for faculty, including awards, conference attendance stipends, and workshop participation funding, to drive scholarly and pedagogical advancement.
- Student Empowerment: Merit-based rewards, such as cash prizes for university rank holders and exceptional performers, to encourage academic and extracurricular excellence.
- Auxiliary Facilities: Sustained investment in canteen operations and gymnasium upkeep, ensuring holistic well-being for the campus community.
- Through rigorous budgetary planning, periodic audits, and performance-linked reallocations, the institution optimizes resource deployment, yielding enhanced operational efficiency, innovation, and a nurturing ecosystem for holistic growth.

File Description	Documents
Paste link for additional information	Research and Development Cell for support
Upload any additional information	1. Code of Conduct 2. Faculty Development Policy 3. Grievance Redressal policy

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

Dayananda Sagar College of Arts, Science and Commerce (DSCASC) is a premier institution in Bengaluru, established under the aegis of the Dayananda Sagar Institutions. Affiliated to Bangalore University, the college has built a strong reputation for delivering quality higher education across disciplines such as commerce, management, computer applications, and sciences. DSCASC focuses on academic excellence, industry-oriented learning, and holistic student development through innovative teaching practices, research initiatives, and skill-based programs. With active support from bodies like the Internal Quality Assurance Cell (IQAC), the institution continuously enhances its academic and administrative processes, fostering a culture of continuous improvement, employability, and social responsibility.

The Internal Quality Assurance Cell (IQAC) has made significant contributions toward institutionalizing quality assurance strategies through the systematic organization of Faculty Development Programmes (FDPs) during the academic year 2024–2025. These initiatives were designed to enhance academic excellence, research competence, and professional effectiveness among faculty members.
Programmes such as From Idea to Funding – Crafting Successful Research Grant Proposals strengthened research capabilities and encouraged faculty to secure external funding. Sessions on Entrepreneurship and Innovation Management and Emerging Trends in IT Research: Innovations and Future Directions promoted interdisciplinary learning and awareness of contemporary developments. Workshops like Work Like a Master and Developing Leadership Skills Among Academicians focused on improving productivity, leadership, and institutional engagement.
In addition, FDPs on Counselling and Mentoring Skills enhanced faculty ability to support student well-being, while Full Stack Web Development addressed the need for technological upskilling. The professional development programme organized in collaboration with Proofile.in further enriched teaching and learning practices through industry interaction.
A series of workshops and seminars for students focusing on soft skills, life skills, and ICT competencies—such as Self SWOT Analysis for entrepreneurial alignment, Success Stories of Entrepreneurs, Business Plan Presentation, and Personal Effectiveness, Yoga Day Meditation and Stress Management—were conducted to nurture holistic student development. Programs on conflict management and ethical decision-making strengthened life skills, while sessions on cybersecurity, data privacy, cloud technology, and data visualization enhanced digital competencies. These initiatives reflect IQAC's commitment to fostering innovation, employability, and ethical

awareness, thereby contributing significantly to the overall quality enhancement of the institution.

Through these structured initiatives, IQAC has fostered a culture of continuous improvement, innovation, and quality enhancement, thereby strengthened institutional processes and aligned them with evolving academic and professional standards.

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

The Internal Quality Assurance Cell (IQAC) of **DSCASC** plays a pivotal role in institutionalizing quality assurance strategies by continuously reviewing and upgrading the teaching-learning processes, operational methodologies, and learning outcomes in alignment with NAAC guidelines.

1. Systematic Review through IQAC

At DSCASC, the IQAC has established a structured mechanism for periodic review:

- Conducts **regular IQAC meetings** to evaluate academic and administrative performance.
- Ensures strict adherence to the **academic calendar and curriculum delivery plans**.
- Collects **multi-stakeholder feedback** (students, faculty, alumni, and employers) and analyzes it for quality enhancement.
- Reviews **internal assessment performance, result analysis, and course completion status**.

2. Strengthening Teaching-Learning Process

Based on IQAC reviews, DSCASC has implemented several quality enhancement initiatives during the year:

- Continued improvement of **ICT-enabled teaching** through smart classrooms, LMS, and digital tools.
- Promotion of **student-centric methods** like experiential learning, project-based learning, seminars, and case studies.
- Regular organization of **Faculty Development Programs (FDPs), workshops, and seminars** under IQAC initiatives.
- Introduction of **value-added and add-on courses** across BCA, BBA, B.Com, MBA, MCA, and M.Com programs to bridge industry gaps.

3. Monitoring Learning Outcomes

DSCASC follows a robust outcome-based framework:

- Clearly defined **Course Outcomes (COs), Program Outcomes (POs), and PSOs**.
- Continuous evaluation through **internal tests, assignments, presentations, and practicals**.
- Identification of **slow and advanced learners**, followed by **remedial coaching and enrichment programs**.
- Regular **result analysis** to ensure attainment of learning outcomes.

4. Reforms in Structure and Methodology

IQAC at DSCASC has introduced several academic and administrative reforms:

- Strengthening of **e-governance and digital documentation systems**.
- Academic and administrative audits to ensure compliance and improvement.
- Integration of **industry-relevant practices and skill-based training programs**.

5. Incremental Improvements Achieved

The continuous IQAC interventions at DSCASC have resulted in measurable improvements:

- Significant increase in **pass percentage and academic performance**.
- Enhanced **student participation in research, internships, and co-curricular activities**.
- Improved **teaching effectiveness through ICT and innovative pedagogy**.
- Strengthened **placement outcomes and industry collaborations**.
- Increased number of **add-on courses and certification programs(1237)** benefiting students.

6. Documentation and Evidence

All quality initiatives and improvements are systematically documented and maintained by IQAC:

- IQAC meeting minutes and Action Taken Reports (ATR)
- Feedback analysis reports
- Implementation of Academic and administrative audit reports
- Annual Quality Assurance Reports (AQAR)

File Description	Documents
Upload any additional information	Internal Quality Assurance Cell (IQAC)

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

File Description	Documents
Paste web link of Annual reports of Institution	**July-DEC** **Jan-june**
Upload any additional information	Feedback analysis reports
Upload details of Quality assurance initiatives of the institution (Data Template)	NIRF particiapation ISO Certification IQAC meeting minutes

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Dayananda Sagar College of Arts, Science & Commerce (DSCASC) actively fosters **gender equity** through structured policies and a dedicated **annual gender sensitization action plan** developed by the Internal Quality Assurance Cell (IQAC). This plan is implemented via the active "**SHAKTHI" women's empowerment cell**, which organizes awareness events throughout the year.

The college ensures a safe and secure environment with comprehensive vigilant security personnel. Specific facilities for women include well-maintained **separate hostels** for boys and girls, designated **common rooms**, and **restrooms** with essential amenities, including provisions for sanitary needs. For counselling support, students have access to professional counsellors, providing a confidential platform for guidance.

A range of co-curricular activities promotes awareness and equal opportunity. These include a **Scholarship Awareness Program**, a **Panel Discussion on empowering change**, an **Art Competition on "Equality and Women Empowerment"**, and a **Guest Lecture on strengthening rights and equality**. The **Equal Opportunity Cell** further reinforces these values by celebrating national and cultural events, fostering a sense of **social responsibility** and **inclusive** campus community. This holistic approach underscores DSCASC's commitment to creating an equitable and supportive educational ecosystem.

Gender Equity Promotion

Action Plan for Promotion of Gender Equity

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor- based energy conservation Use of LED bulbs/ power efficient equipment	**B. Any 3 of the above**

Dayananda Sagar College of Arts, Science & Commerce (DSCASC) demonstrates a robust institutional commitment to environmental sustainability through comprehensive **facilities for alternate sources of energy** and proactive energy conservation measures. The college actively promotes the use of solar energy, reflected in its formal Power Sale Agreement with renewable energy partners, and champions sensor-based energy conservation alongside the use of LED bulbs and power efficient equipment.

This commitment is reinforced through a vibrant calendar of educational and participatory events. The institution fosters environmental awareness via initiatives like **Environment Day**, **Plant Festival**, and **Earth Day** celebrations. It instills a **sustainable lifestyle** through seminars on **Sustainable Waste Management** and **composting**, as well as a **pledge for water protection**. Further engagement is encouraged through the **ATAAVI Bird Watchers Club** and **wildlife photography events**. This holistic approach, integrating **sustainable practices** into campus operations and student life, exemplifies the institution's dedication to creating a culture of conservation and preparing ecologically responsible citizens.

File Description	Documents
Relevant documents	7.1.2 Alternative source of energy and energy conservation
Geo tagged photographs of the facilities	7.1.2 Relevent photos

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

The ECO CELL – PRAKRUTHI of Dayananda Sagar College of Arts, Science & Commerce promotes environmental awareness, conservation, and sustainability within the campus community. Its main objective is to instil a sense of responsibility among students, faculty, and staff toward protecting the environment. To achieve this, the Eco Cell organized Environment Day, Plant Festival, Collage, Earth Day – Celebrating and Protecting Our Planet etc. activities during the academic year 2024–25.

The college has also implemented an effective solid and wet waste management system to maintain a clean and eco-friendly campus. Waste is segregated at source using separate bins for biodegradable, non-biodegradable, and recyclable materials placed across the campus. Regular awareness drives, cleanliness campaigns, and student-led sustainability initiatives further strengthen the institution’s commitment to responsible waste disposal and environmental conservation.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	7.1.3 MoU 7.1.3 Relevant data
Geo tagged photographs of the facilities	7.1.3 photos

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

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	7.1.4 photos
Any other relevant information	7.1.4 Relevent Information

7.1.5 - Green campus initiatives include

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

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	7.1.5 Photos
Various policy documents / decisions circulated for implementation	7.1.5 policy document
Any other relevant documents	7.1.5 Relevent Information

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

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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**7.1.6 Energy Green and Environmantal Audits**
Any other relevant information	7.1.6 Relevent Information

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**B. Any 3 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	7.1.7 photos
Any other relevant information	**7.1.7 Relevent Information**

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

Employees feel appreciated, when they work in a welcoming workplace that celebrates their differences. In order to promote a culture of moral, cultural, and spiritual values among the staff and students, the DSCASC has taken the initiative and organized a range of activities through several units.

Several commemoration days are held on campus to foster social harmony and unity, with the support and collaboration of the administration. As evidenced by the acceptance and academic achievement of students from a wide range of castes, geographical locations, and linguistic backgrounds, the college promotes the equality of all cultures and traditions.

The college has a history of throwing festivities that are open to all staff, faculty, and students. Other important occasions include Women's Day, Yoga Day, Karnataka Rajyotsva, Independence Day, Republic Day, and festivals like Ayudh Pooja, Buddha Poornima, Gandhi Jayanti, and others. To support the students' general growth and to help them become responsible citizens, motivational speeches with well-known people from a variety of backgrounds are arranged. This encourages people to maintain racial unity, civic peace, and social justice.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	7.1.8 Related Information

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

Karnataka Rajyotsva, Independence Day, Republic Day, Women's Day, Yoga Day, and festivals like Gandhi Jayanti, Ayudh Pooja, and Buddha Poornima are among the major occasions for celebration. Prominent individuals from various backgrounds give motivational speeches to support students' overall development and help them become responsible citizens. Support for social justice, intercommunal harmony, and national unity is thus encouraged.

To uphold the fundamental rights and obligations of Indian citizens, the faculty in each department plans a variety of extracurricular and academic events. Students frequently take part in a variety of activities, such as webinars, conferences, and expert speeches, that have increased their awareness of these topics. Additionally, there are seminars, workshops, and events geared toward students that cover subjects like gender equality, sexual harassment, and the right to know. The college celebrates Republic Day, and Independence Day with great fervor. Students are encouraged by the college to embrace a variety of behaviors that support our nation's "Unity in Diversity." The ECO cell has arranged student-centered events like demonstrations, essay contests, collage, and painting to raise awareness of environmental issues.

File Description	Documents
Any other relevant information	7.1.9 Relevent Information

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**C. Any 2 of the above**

File Description	Documents
Code of ethics policy document	7.1.10 policy documents
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	7.1.10 Code of Ethics
Any other relevant information	7.1.10 Relevent Information

The institution actively celebrates and organizes a diverse range of national and international commemorative days, events, and festivals, engaging students across 7 departments. Key events such as Buddha Purnima, Environment Day, Independence Day and World Sanskrit Day witness enthusiastic participation, with student involvement ranging from small groups to large gatherings like the Kannada Rajyotsava, which attracted around 1,500 participants.

Cultural and educational programs, including Cultural Heritage Day, Teacher's Day, and various language-themed events like "Language in the Digital Age" (covering Sanskrit, Kannada, Hindi, and English), emphasize the institution's commitment to promoting heritage and academic excellence. The institution also prioritizes social awareness through activities such as AIDS Awareness Program, Tribute to Indian Soldiers and Equality and Women Empowerment competitions.

Environmental consciousness is fostered through celebrations like Earth Day, Plant Festival, and tree-planting drives, encouraging students to contribute towards sustainability. Wellness activities such as Yoga Meditation and Stress Management and guided yoga sessions promote holistic development.

Overall, these initiatives demonstrate the institution's dedication to nurturing cultural pride, environmental responsibility, social awareness, and student engagement, thereby enriching the campus experience and fostering well-rounded personal growth.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	7.1.11 Annual Reports
Geo tagged photographs of some of the events	**7.1.11 Photos**

7.2 - Best Practices

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

Click for Two best practices during the year

7.3 - Institutional Distinctiveness

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

Institutional Distinctiveness at Dayananda Sagar College: A Holistic and Future-Focused Ecosystem

Dayananda Sagar College of Arts, Science & Commerce (DSCASC) distinguishes itself through a deeply embedded commitment to holistic student development that extends far beyond the traditional academic curriculum. This institutional distinctiveness is strategically showcased through a dynamic calendar of activities directly aligned with NAAC accreditation criteria, emphasizing student well-being, social responsibility, innovation, and sustainable practices.

The college fosters a **safe and secure campus environment** through proactive initiatives like **anti-ragging police interactions** and awareness sessions on **gadget de-addiction**. It actively cultivates ethical values and social consciousness by organizing events such as a tribute to **Indian soldiers** and an **art competition on Equality and Women Empowerment**. Environmental stewardship is promoted via a **Plant Festival** and sessions on **sustainable lifestyles**.

Crucially, DSCASC nurtures an **entrepreneurial mindset** through flagship programs like **Inno Ventures**, aimed at igniting **innovation**. This comprehensive approach, combined with **cultural heritage celebrations** and **vibrant campus life activities**, creates a conducive learning ecosystem. This deliberate strategy ensures the institution develops well-rounded graduates who are not only academically proficient but also socially responsible, innovative, and future-ready, cementing its distinctive identity in higher education.

File Description	Documents
Appropriate web in the Institutional website	7.3.1 Institution Distinctiveness

7.3.2 - Plan of action for the next academic year

Plan of Action 2024-25