YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	SURANA COLLEGE
• Name of the Head of the institution	DR. DNS KUMAR
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08026642292
• Alternate phone No.	08026541095
• Mobile No. (Principal)	9341241249
• Registered e-mail ID (Principal)	principal@suranacollege.edu.in
• Address	No 16, South End Road, Bangalore-560004.MBA, MCA, MSc-Psy Programs are permitted to run @ No-17, Mysore-Tumkur Ring road, Kengeri Satellite town, Bangalore-560060
• City/Town	Bangalore
• State/UT	Karnataka
• Pin Code	560004
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	07/09/2021
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the IQAC Co-ordinator/Director	**Dr A Srinivas**
• Phone No.	**08026541095**
• Mobile No:	**9341241249**
• IQAC e-mail ID	**iqac@suranacollege.edu.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.suranacollege.edu.in/wp-content/uploads/2023/08/AQAR-2021-22.pdf
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.suranacollege.edu.in/wp-content/uploads/2024/01/ACADEM1.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A+**	**3.49**	**2019**	**01/05/2019**	**31/12/2026**

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

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

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Dr. Farzana Tasneem M I	Research Project-Government of Karnataka	Karnataka Science & Technology Academy (KSTA), Department of Science and Technology	19/04/2022	30000

8.Provide details regarding the composition of the IQAC:

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

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

10.Did IQAC receive funding from any funding agency to support its activities during the year?	Nil	
• If yes, mention the amount		

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

1) A five-day FDP called ANVAYA was organized by IQAC from 30-06-'23 to 05-07-2023. On various topics like …… a) Emerging Practices of Assessment and Evolution. b) Carrier Building through Research. c) Crossing the Threshold of Learning. d) Application based Academic Perspective with Employability and Skill Enhancement. e) Participative Governance and for Academic Excellence.

2) Institutionalized a few Students centric methods through innovative teaching pedagogues & Conducted an FDP on Team Building among teachers with Innovative Pedagogy on 18-07-2022.

3) Green Campus Initiative had been taken up by IQAC on 18-10-2022.

4) Conducted a session on Self-Management for Professional Excellence for teaching fraternity on 13-02-2023.

5) An Interpersonal Skill Workshop – Arohana was organized for Non – Teaching staff on 11-08-2023.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
To conduct faculty Development Programs/ Webinars/ Workshops/ Expert talks to strengthen the Academic depth and perspective	Conducted an FDP on Team Building among teachers with Innovative Pedagogy on 18-07-2022. Conducted a workshop on personality Development and Resume Building to commerce and Management students on 20-07-'22. Conducted a session on Intellectual Property Rights (IPR) ON 30—7-'22. Conducted a session on Self-Management for Professional Excellence for teaching fraternity on 13-02-'23. Organized a Webinar on Overview of IPR in India in association with IPR Cell on 02-05-'23. An Interpersonal Skill Workshop – Arohana was organized for Non – Teaching staff on 11-08-'23. A five-day FDP called ANVAYA was organized by IQAC from 30-06-'23 to 05-07-'23. On various topics like …… a) Emerging Practices of Assessment and Evolution. b) Carrier Building through Research. c) Crossing the Threshold of Learning. d) Application based Academic Perspective with Employability and Skill Enhancement. e) Participative Governance and for Academic Excellence.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	27/05/2023

14.Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
2022-23	12/01/2023

15.Multidisciplinary / interdisciplinary

Institute consciously ensures the adaption of multi/ interdisciplinary approach in research activities and curriculum to encourage holistic learning and skill development among students. Following are the key aspects of institutional policies in line with the vision of NEP Curriculum Reforms: The curricula are revised annually and incorporated into system. This involves designing the courses that blend different fields and disciplines like science and human sciences, arts and technology and promote inter/multidisciplinary teaching and learning as well as research and innovation. For example, Students with Chemistry and Biotechnology major are studying Phonetics and sound system of English Language in the AECC. Collaborations and partnerships: Institute has taken an initiative by incorporating industry collaborations to provide students with real-world interdisciplinary challenges and opportunities. The institute is establishing the new division for Industry- Institute Interface to bring in true spirit of multi/interdisciplinary approach. Resource Allocation: Institute has allocated the resources for setting up the interdisciplinary research centres, labs, seed grants and facilities that felicitate collaboration among departments and programs. Technology Integration: Online resources such as virtual labs, collaborative platforms are leveraged to facilitate interdisciplinary learning for students as well as faculty members. Student Support and counselling: Apart from the internal counselling by the in-house faculty, rigorous guidance is given to students to help them navigate through array of interdisciplinary careers options and make informed choices regarding their academic path. Assessment Strategies: The departments are developing innovative assessment strategies that can evaluate interdisciplinary knowledge and skills effectively, moving away from traditional exam-oriented evaluations. Monitoring and Evaluation: IQAC carries the responsibility to monitor the implementation of interdisciplinary initiatives and periodically (Once in semester) evaluating their effectiveness in achieving the intended learning outcomes. Community Engagement:

Engaging Local communities / Community leaders to involve them in interdisciplinary projects or initiatives, fostering the sense of social responsibility and practical application of learning. Diverse Human Resource: Institute has built up a diverse knowledge pool by bringing the expertise and faculty members from all over the nation. This itself is a conscious effort to nurture the multi/interdisciplinary approach. One of the best practices of the institute to promote the Multi/interdisciplinary efforts in view of NEP 2020 is recognising the individual's or teams' efforts and rewarding them. The annual review and evaluation also considered incorporating interdisciplinary achievements into performance evaluations, promotions, and reward systems.

16.Academic bank of credits (ABC):

Academic Bank of Credit serves as a repository of academic credits. The institute has been registered under ABC to avail the benefit of multiple entries and exit during the chosen program. Institute has been in continuous engagement to develop the transparent mechanism for student to transfer earned credits seamlessly across institutions within ABC Framework. Efforts have been initiated to implement robust technological infrastructure to manage ABC efficiently. The technical team and Institutes' LMS developers have created an online portal and platform where students can view and access their accumulated credits. Curriculum Mapping: The institute has mapped its curriculum to the learning outcomes and competencies required by the ABC. This ensures that the courses offered align with the credit requirements and can be easily transferred and recognized by other institutions. Credit Transfer Policy: The institute has established a clear credit transfer policy that outlines the criteria and process for transferring credits earned by students. This policy has adhered to the guidelines and standards set by the ABC. The institute is working on establishing articulation agreements with other educational institutions, including universities and colleges, to facilitate the transfer of credits. These agreements specify the recognition of credits earned at the institute and ensure seamless credit transfer for students. The Exam Committee is working towards standardizing the credit system across institution to ensure uniformity in credit calculation and transferability. This involves aligning credit structures to facilitate easy recognition and transfer of credits. Student Support Services: The institute has setup the necessary infrastructure to provide adequate support services to students regarding credit transfer processes. This includes academic advising, counselling, and assistance in understanding the credit transfer requirements and procedures. Faculty Training and Awareness: Workshops and training

sessions are organised for faculty members to familiarize them with ABC framework and guidelines. Faculties are designing their own course/ program curricular and pedagogies along with textbooks, reading material, assignments and assessments within the framework of credit system.

17.Skill development:

The institute has made efforts to strengthen vocational education and soft skills of students in alignment with the National Skills Qualifications Framework (NSQF. Some of the initiatives undertaken for achieving the alignment are:- Curriculum Development: The Institution revised the curricula annually to align with the NSQF. Units focusing on vocational skill are incorporated into the programs, ensuring that students gain practical skills and knowledge in addition to theoretical concepts. The curricula are designed to meet the specific requirements of various industries and job roles, providing students with relevant vocational skills. Skill-based Training: The Institute has a dedicated skill development centre under the Training and Development cell within the campus. It nurtures the specialized training programs in collaboration with industry partners, focusing on specific vocational skills. These programs are offered alongside their regular courses. Industry Interface: The Institute has formed collaborated with various industries and organizations to bridge the gap between academia and the industry. These partnerships involve industry experts contributing to curriculum design, providing guest lectures, conducting workshops, and offering internships or apprenticeships to students ensuring industry-relevant training and exposure to real-world scenarios. Soft Skills Training: Comprehensive soft skills training programs are incorporated into the curriculum. We offer courses and workshops on communication skills, teamwork, problem-solving, leadership, and other essential skills. These programs aim to enhance students' employability by developing their interpersonal and professional skills. Monitoring and Assessments: The Institute has implemented assessment and certification mechanisms aligned with the NSQF. They conduct regular evaluations of students' vocational skills and knowledge, often in collaboration with industry experts. Certificates and diplomas are awarded to students based on their performance in these assessments, which are recognized and valued by employers. Career Counselling and Guidance: Career counselling services are provided to students, helping them explore various vocational pathways and make informed decisions about their education and career choices. prospects associated with different qualifications. The institute has ensured quality assurance in vocational education by adhering to the guidelines and standards set

by the NSQF. IQAC ensures the periodic reviews and audits to maintain compliance with the framework, making necessary revisions to their programs and teaching methodologies.

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

Institute has integrated the Indian knowledge system into the curriculum. This supports the institute's holistic approach, and it contributes towards the preservation, promotion, and contemporary relevance of traditional wisdom, fostering a deep sense of Indianized cultural identity and appreciation among students and faculty members. The following are the efforts that have been undertaken – Designing of Curriculum: continuous revision of curriculum to include subjects or modules that focus on Indian knowledge systems. Subjects such as Yoga, traditional arts and crafts have been imbibed. By offering these subjects as part of the curriculum, students have been benefitted with a holistic and comprehensive understanding of the Indian knowledge system. Lectures in Vernacular Languages: The institute has invited experts and practitioners from various traditional Indian disciplines to deliver guest lectures or conduct workshops can enrich students' learning experience. These experts have shared their knowledge and insights into traditional practices, indigenous wisdom, and cultural heritage. This exposure helped students appreciate and understand the Indian knowledge system from firsthand experiences. Cultural Events and Celebrations: Organizing cultural events and celebrations within educational institutions has helped foster an environment that values and promotes the Indian knowledge system. Events such as Varnotsava, Celebration of festivals, art exhibitions, and cultural fairs and carnivals provides platforms to showcase and celebrate indigenous knowledge, arts, and practices. These events have created awareness and generate interest among students, encouraging them to explore and appreciate the richness of the Indian knowledge system. Research Projects and Assignments: The Faculty members design and develop the projects, Visits and assignments keeping in mind the spirit of IKS. They have developed the research topics for students in collaborations with indigenous communities and practitioners is crucial for integrating the Indian knowledge system into institutions. Such collaborations can lead to knowledge exchange programs, joint research projects, and community engagement initiatives that promote the Indian knowledge system.

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

When focusing on outcome-based education, there are several best practices adopted by the institute. Outcome-based education

emphasizes the desired learning outcomes and places less emphasis on traditional teaching methods. Here are some key practices to help the institute focuses on to achieve outcome-based education: Developing Outcome based Curriculum: Curriculum is designed with specific outcomes for each course or program based on the spirit of NEP. These outcomes are measurable and are expected to be specific, achievable, relevant, and time-bound (SMART). They should describe the knowledge, skills, and competencies that students should acquire. The curriculum is aligned and mapped with the desired learning outcomes. Teaching Pedagogies: Incorporating innovative teaching methods, switching from one method to another method for classroom teaching brings in competency in the Teaching- Learning Process Continuous Assessment: The faculty members have designed teaching and assessment strategies that support the achievement of desired outcomes. This involves diverse assessment techniques such as group projects, presentations, practical exams and other forms of evaluation directly mapped with outcomes. Provide timely and constructive feedback: Faculties offer regular and timely feedback to students on their progress toward achieving learning outcomes. Feedback provided is specific, constructive, and focused on helping students improve their performance. This feedback loop allows students to track their progress and make necessary adjustments. Multi/interdisciplinary Learning: Faculties promote collaboration and teamwork among students. Students are encouraged to work. Collaborative learning helps develop communication, interpersonal, and teamwork skills, which are often essential outcomes in many disciplines. Continuous improvement and evaluation: The IQAC regularly evaluates the effectiveness of the teaching methods and assessments in achieving the desired outcomes. Engage stakeholders: Through structured mechanism, the institute involves stakeholders such as employers, industry professionals, alumni, and accrediting bodies in the process of Curriculum development. Their perspectives are documented and provide valuable insights into industry needs and help ensure the relevance of the education provided.

20.Distance education/online education:

Institute promotes Blended learning, which combines traditional classroom instruction with online learning activities. The institute has identified select online tools and resources that align with the students' learning objectives and are user-friendly for both students and teachers Like NPTL. MOOC. SWAYM etc. The institute has been using learning management systems, interactive websites, educational apps, and multimedia content. Faculty strike a balance between online and offline activities to ensure students have a mix of both virtual and face-to-face interactions. This could involve

using online resources for independent study and using in-person sessions for discussions, hands-on activities, and assessments. Some of the best practices include: Optimum utilization of learning management systems (LMS): The institute has implemented a robust learning management system that serves as a centralized platform for course delivery, content dissemination, assessments, and student interaction. The LMS has supported discussion forums, chat features, video conferencing, and assignment submission. Student Support System: Institute Provides comprehensive support services to students, including academic advising. Counselling, Technical assistance, and access to learning resources. Students are enrolled for NPTL, NSDC and other MOOCs through established system.

Extended Profile

1.Programme

1.1	10
Number of programmes offered during the year:	

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

2.Student

2.1	2190
Total number of students during the year:	

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

2.2	684
Number of outgoing / final year students during the year:	

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

2.3	723
Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 Number of courses in all programmes during the year:	**565**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	**99**

File Description	Documents
Institutional Data in Prescribed Format	View File

3.3 Number of sanctioned posts for the year:	**99**

4.Institution

4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**560**
4.2 Total number of Classrooms and Seminar halls	**70**
4.3 Total number of computers on campus for academic purposes	**412**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**562.15**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

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

Every department of study that provides a programme has a Board of Studies (BoS) made up of internal and external members. faculty members of Surana are internal and subject experts from industry, alumni and other educational institutions are external members. Courses designed by the faculty are recommended for approval in the BoS, where they are discussed and approved, and are forwarded to Academic Council for final ratification.

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

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

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/1.1.1%20Curriculum%20development%20process.pdf

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

9

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

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

328

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

1.2 - Academic Flexibility

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

215

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

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

10

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

1.3 - Curriculum Enrichment

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

Activities carried out through cross cutting issues in to curriculum are as follows: -

Professional Ethics: Students are offered courses on professional ethics to equip them with necessary soft skills for prospective future profession.

Courses incorporated by Institution - 31 and by BU - 06

Gender Sensitivity: There are numerous activities on gender sensitivity issues that allow students to interact with real life circumstances such as field work, community outreach and gender sensitization activities under ICC.

Courses incorporated by Institution - 17 and by BU - 06

Human Values: Organizing Blood Donation Camps, Health checkup camps, Hygiene and Health workshops, cleanliness drives, Guest lectures on social concerns, feeding during corona times are the examples of social developments taken up by students and faculty.

Courses incorporated by Institution - 33 and by BU - 18

Dept. of Management organised an" Entrepreneurial Training through Business Simulation"

FDP was organised by Dept. of Commerce on "PLATFORM FOR INVESTENTS".

Environment and Sustainability: All UG programmes contain course on variety of activities - seminars, workshops, guest lectures, company visits, tree plantation and field excursions for students to create awareness about environment and sustainability issues.

Courses incorporated by Institution - 45 and by BU - 20

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

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

48

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

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

2190

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

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

1663

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

1.4 - Feedback System

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

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/1.4.1%20Stakeholder%20Feedback%20Analysis%20Report%202022%20-%2023.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

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

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/1.4.2%20Stakeholder%20Feedback%20Analysis%20Report%202022%20-%2023.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

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

777

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per

the reservation policy during the year (exclusive of supernumerary seats)

595

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The identification happens within 40 to 45 days from commencement of classes in each semester. Institute implement multiple methods to understand learning levels, however, to bring in uniformity in the process slow and advance learners are identified at three stages.

Identification stages

1. Previous year or semester performance/grades
2. Classroom Interaction and observations for minimum 30 days
3. Performance in Course Aptitude Test

Mechanism for identifying Slow and Advanced learners:

1. Previous year/semester performance: Students with better percentage often shown focused interest in course/program. Hence the grades in previous year's help as base line for identification and assessment. These students are mostly encouraged as an example or role model in initial stage of inhibition.
2. Classroom Interactions: at this stage mentor / course teacher encourage all students for one- to- one interaction. Here interaction happens at three levels.

 - With peers
 - With course teacher
 - With class (presentation)

1. Course Aptitude tests are designed to identify the difficulty in learning concepts, computational skills, subjects & assessments and application of knowledge.

Special programs organised:

- Remedial classes are conducted for Slow learners to enable them to graduate.
- Advanced learners are encouraged to participate in conferences, skill training, research paper presentation, publications, peer teaching, etc.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.2.1%20Consolidated%20Report%20and%20Student%20Participation%20Details%20of%20Special%20Programs%20for%20Advanced%20Learners%20and%20Slow%20Learners%20and%20Outcome%20Records%20of%20Special%20Programmes%20Organised..pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
31/10/2022	2190	99

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

With the learner centric pedagogies students are able to explore the experiential and participative projects in all the programs. Dissertation project involving data collection, public relation for events, internship programmes, etc. helps to widen the student's imagination and experience. It has transformed the young minds from passive seeker to involved learners.

Educational trips, Industry visits, Press visits, Theatre visit, Surveys, interaction with the industry experts etc. nurtures the self-evaluative attitude among the students superseding the lacunae in the curriculum and leaping to achieve the industry demands.

Discussions and debates on contemporary issues are encouraged. Skill enhancement and generic courses are added to hone the students for life.

Active involvement in research-based group projects of academic as well as practical importance is fostering deeper engagement like reflective thinking, problem solving and to logically analyse.

Students actively participate in the administration by serving as student representative in the committees like Internal Quality Assurance Cell, Anti-Ragging Cell, Student Grievance Redressal Cell etc. It acts as an bridge between academia and professional world.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.3.1%20Student%20Centric%20Methods%20-%20Reports%20of%20Activities%20Conducted%20for%20Enhancing%20Learning%20Experiences.pdf

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

All the classrooms in the institute are ICT enabled, with working projectors and internet facility. The campus is enabled with 500mbps bandwidth with necessary access points and routers which ensures the uninterrupted data connection while implementing technology driven teaching-learning.

Institutes runs a YouTube channel providing pool of lectures and other student centric activities. Apart from institute's channel, faculties have their own YouTube channels or video sharing platforms.

All the teaching faculty members use LCD projectors for the effective subject delivery. Podcasts, Tedtalks, audios stimulations, virtual labs, virtual conferences, webinars, social media presence, blogging etc are few of regular IT base student centric activities followed in institute.

Institute have language lab, software like Corel Draw, Photoshop are available to students and teachers for the betterment of class environment.

E-content development and sharing is continuously done for all the programs. Student take an initiative to get hand on experience on the software made available to them.

ICT is one of the key factors in the institute's pedagogical upgradation. From the admission to assessment everything is ICT enabled.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.3.2%20%20ICT%20Enabled%20Tools%20used%20by%20teachers%20for%20Effective%20Teaching-Learning.pdf
Upload any additional information	View File

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

2.3.3.1 - Number of mentors

74

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

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

- **The institution has a systematic process of preparation and adherence to the academic calendar and teaching plan.**
- **The Calendar of Events committee comprises of Head of the institute, Controller of Examination, Programme Heads and Head of Departments.**
- **Controller of examination prepare and submits the opening and closing date of the academic year along with exam related important dates. This act as a bench mark for departmental calendar of Events.**
- **The calendar of event includes opening and closing date of the academic year, assignments and internal test schedules, semester end exam schedule, result declaration, schedule of parent teacher meetings, add-on courses, guest lectures, clubs**

and forums activities, sports, projects, national conferences, FDPs, MDPs, workshops, training programmes, field visits, extension activities, co-curricular and cultural fests, etc.

- Committee circulates the form to collect the events (academic /non-academic form every department and finally brings up the consolidated timetable.
- Calendar of events is conveyed to students through institute's LMS and through mentors. It is also displayed on the noticeboard if required.
- Based on calendar of events, course outcomes and the vision and mission of the department, faculty members prepare and follow the lesson plans.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	[View File](#)

2.4 - Teacher Profile and Quality

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

99

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

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

24

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

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

745

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

2.5 - Evaluation Process and Reforms

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

32.44

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

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

1

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

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

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

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

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

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.5.3%20Examination%20Management%20System.pdf

2.6 - Student Performance and Learning Outcomes

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

The program outcomes are conveyed to students during induction program. They are displayed in the department notice board for first one week from the commencement of classes. It is uploaded on the LMA i.e., DHI. The Program Outcome and Course outcomes are mentioned in the syllabus and circulated among students on regular basis during the semester.

Course outcomes are conveyed to parents and students during admission counselling, at the orientation program, during bridge courses. At the beginning and end of every unit course teacher make it point to orient on Pos and Cos

Course outcomes are prepared by all the course teachers and are incorporated in the teaching pedagogies they are using in the classes. Throughout the unit course outcomes are repeated to make students understand the importance of that topic and its relevance in the programme. With the interdisciplinary learning and outcome base teaching learning process the spread of Pos and Cos has become important. Based on the COs and POs course assessment parameters are formed.

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

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.suranacollege.edu.in/wp-content/uploads/2024/01/261ORI1.pdf

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

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

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program from 1 to 3 year in a degree programmes. The course outcomes are written by the respective faculty member using assessment rubrics for each CO. (suggested by Bloom's taxonomy.

Then a correlation was established between COs and POs in the scale of 1 to 3,

1 being the slight (low),

2 being moderate (medium) and

3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the language and soft skill subjects.

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/wp-content/uploads/2024/01/262PRO1.pdf

2.6.3 - Pass Percentage of students

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

684

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.6.3%20Annual%20report%20of%20COE%20highlighting%20pass%20percentage%20of%20students%20-%20Copy.pdf

2.7 - Student Satisfaction Survey

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

https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/2.7.1%20Student%20Satisfaction%20Survey%20-%20Questionarie%20and%20Analysis%20Report.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Surana College Autonomous, Research and Consultancy Cell dedicated towards progressive drive to nurture and promote 'Research Culture' among students and faculty members to focus on research, consultancy services or training deliverables for stakeholders both national and international.

Requisite Research Policy and Regulation documents viz., Ethics and Code of Conduct Policy, Seed Grant Scheme, Research Promotion Policy, Consultancy and Training Policy are in complete execution along with Surana Research, Consultancy and Extended Activities Policy.

Cell has initiated 2 new schemes - Student Research Fellowship and External Research Fellowship for increasing quality of research deliverables among faculty and students with expert mentors from various disciplines.

- During 2022-23, 5 research projects funded by KSTA. Department

of Science and Technology, GOK was successfully completed.

- Department of Sanskrit in Association with Research and Consultancy Cell received grant from ICSSR, New Delhi for organize National Seminar 'Rebuilding Bharat Through Indigenous and Innovative Practices:
- A Way Forward towards Vishwa Guru". Training programs related to Bibliometric and Scientometrics Analysis, Crafting of Quality Research Paper and Proposal writing for external research funding projects were organized.
- One day Student Research Seminar on 'Fintech Innovation and Sustainability' was successfully hosted.
- Consultancy Service for Industry and Academic Institutions have been radically increased.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View File](#)
Provide URL of policy document on promotion of research uploaded on the website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.1.1%20Policy%20document%20on%20promotion%20of%20research.pdf
Any additional information	[View File](#)

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

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

1.38

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

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

0

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

3.2 - Resource Mobilization for Research

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

4.70

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

3.2.2 - Number of teachers having research projects during the year

5

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.2.2%20Project%20Completion%20Letters.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

1

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

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

4

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.2.4%20e-copies%20of%20Award%20letters%20for%20Research%20Projects%20Sponsored%20by%20Government%20and%20Non-Government%20Sources.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

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

Surana College offers a vibrant atmosphere that fosters innovation. All necessary resources are available, and students are given guidance. Students are guided to take an active role in using technology to meet societal demands. Support is given for documentation, research paper publication, and patent acquisition.

Awareness campaigns, seminars, workshops, and guest lectures on entrepreneurship are conducted. Opportunities are provided to students to interact with business owners regarding services as well as goods, in order to increase awareness of product marketing, training, etc.

Patent

Department of Commerce- Mini K Abraham, Dr. B G Lakshmi, Dr. Mahalakshmi received a patent on "A study on Customer Satisfaction and Expectation Towards After Sales Service of TVS two-wheeler at Sri Babu Motors Bangalore.

MBA Department- Dr. Lasya KR received a patent on Design No: 6276081 - UK Patent on " Device to detect happiness of a person using machine".

1. Orientation Program Conducted by Research and Consultancy Cell

- Bibliometric
- Latex Training Program
- National Seminar
- Training on SPSS
- Gita Saptaha
- BCA -Assist App
- Management research methods and business analytics

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.3.1%20Entrepreneurship%20and%20Innovation%20Centre%20%28EIC%29.pdf

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

18

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

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee	A. All of the above

Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	

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

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

3.4.2.1 - Number of PhD students registered during the year

3

File Description	Documents
URL to the research page on HEI website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.4.2%20Copy%20of%20the%20letter%20received%20from%20Affiliating%20University%20regarding%20allocation%20of%20Scholar%20to%20Research%20Guide.pdf
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	[View File](#)
Any additional information	[View File](#)

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

37

File Description	Documents
List of research papers by title, author, department, and year of publication	[View File](#)
Any additional information	[View File](#)

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

the year
56

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/wp-content/uploads/2024/02/3.4.4-Doc-1-e-copy-of-the-Cover-page-content-page-and-first-page-of-the-publication-indicating-ISBN-number-and-year-of-publication-for-bookschapters-and-conference.pdf

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

3.4.5.1 - Total number of Citations in Scopus during the year

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	[View File](#)

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

3.4.6.1 - h-index of Scopus during the year

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View File](#)
Any additional information	[View File](#)

3.5 - Consultancy

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

1.4

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

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

0.37

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

3.6 - Extension Activities

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

Surana College is committed to the holistic development of students through initiatives such as outreach, extension, and awareness campaigns. Collaborating with student bodies, forums, and clubs like the Student Council, NSS, NCC, Rotaract, and academic departments, the institution addresses crucial social issues and instills enduring ethical norms in students.

Emphasizing water conservation, the Student Council organized a visit to Rain Harvest Theme Park and conducted a workshop on water significance. To enhance learning for impoverished students, the council members assisted in redesigning a government school.

Outreach programs included blood donation camps and sustainability workshops in Sadhana Forest, Pondicherry.

Beyond the Student Council, Rotaract initiated a Free Eye check-up camp for Gundulpet villagers, NSS held awareness events on themes like Save Soil and Say NO to Plastic Bags, and NCC focused on fitness with yoga for cadets. Academic departments undertook initiatives like "Jal Grahan Abhiyaan," "ASPADA," and educational visits to organizations like "Adamya Chetan."

These initiatives significantly shape students' understanding of social responsibility, fostering a deep commitment to building a better future. As a beacon of knowledge, insight, and ethical development, Surana College nurtures proactive individuals dedicated to transforming societies.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/3.6.1%20Program%20Report%20with%20Photographs%20Institutional%20Social%20Responsibility%20Activities.pdf](#)

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

7

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

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

64

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

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

2190

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

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

68

File Description	Documents
Copies of documents highlighting collaboration	[View File](#)
Any additional information	[View File](#)

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

9

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

The infrastructure details are as follows: -

- Out of 70 (average area: 572 SqFt/classroom) 43 classrooms, an auditorium and 2 seminar halls are enabled with ICT facilities.
- 14 laboratories (average area: 1119 SqFt/lab).
- Library is accommodated with the carpet area of 2625 SqFt(Seating Capacity: 80) and 1852 SqFt (Seating Capacity: 120) at South End& Kengeri respectively.
- Out of 362 Computers 344 are connected to internet with bandwidth of 500 MBPS.
- Auditorium (Seating Capacity: 275), a seminar hall (Seating Capacity: 100) at Kengeri and a seminar hall at South-End (Seating Capacity: 200) are created.

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.1.1%20Doc-2%20Geotagged%20photos%20of%20Facilities%20for%20Teaching-%20Learning.pdf

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

```
State-of-the-art infrastructure facilities for sports and cultural
activities are being created at both the Campuses.

Separate Room for Physical Education Director, facilities for indoor
games - Table Tennis, Chess & Carom are provided in both campuses.
```

- College has obtained utility letter from concerned authority to make use of Armugam Ground for NCC & outdoor sports events.
- Institute will make use of Corporation grounds to conduct Annual Sports meet.
- To promote sports personalities at National & International level, College supports students to enrol in SAI, DYSS, etc.
- A room of 68 SqMts. is well equipped and developed as Yoga and cultural practice room at South End.
- Auditorium (seating capacity 300) with cutting-edge technology and a Seminar Hall (seating capacity 100) with plug & play facility have been created at Kengeri.
- Seminar Hall (seating capacity 200) with plug & play facility to cater to the needs of cultural activities at South End.
- Gym established - 2004 - 56 Sq. Mt
- Shuttle Badminton Courtestablished - 2000- 400 Sq. Mt
- Table Tennis established -2004- 190 Sq. Mt
- Cultural Practice Room established - 2016- 68 Sq. Mt
- Auditorium-1 - established 2006 - 487 Sq. Mt
- Auditourium-2 - established 2000 - 146 Sq. Mt

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.1.2%20Doc-3%20Specification%20about%20area%20size%2C%20year%20of%20establishment%20Sports%20and%20Cultural%20facilities.pdf

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

45

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

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

42.12

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

4.2 - Library as a Learning Resource

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

1. **Surana College Library functioning in both South End (2625 SqFt) and Kengeri (1852 SqFt)campuses.**
2. **Two qualified Librarians looking after the libraries.**
3. **Since the beginning, both the libraries have an Open Access System and partially automated withEasylib Web OPAC 6.2software.**
4. **DDC system is adopted for classification and cataloguing services are provided on OPAC. (https://bit.ly/449lHmE)**
5. **The South End Campus Library is functioning with seating capacity for 80 users at a time. At present, about 26319 books, 28 journals, 17 magazines and 8 newspapers are available.**
6. **Kengeri Campus Library functions with seating capacity for 120 users at a time. At present 18001 books, 93 journals, 25 magazines and 15 newspapers are available.**
7. **Apart from these, many numbers of e-books and e-journals are available through NLIST/INFLIBNET and DELNET.**
8. **Digitized (pdf) version of previous years Question Papers (https://bit.ly/3L77Y6T&https://bit.ly/3ittHq5) and SCL- One**

> **Reference Library (https://bit.ly/33MtHeZ) are made online available to users. Users can access the same on anywhere and anytime.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.2.1%20Doc-2%20Library%20%E2%80%93%20Other%20Facilities.pdf

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

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

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

7.46

File Description	Documents
Audited statements of accounts	[View File](#)
Any additional information	[View File](#)
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

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

171

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

4.3 - IT Infrastructure

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

The IT Policy of the college includes - IT administration, hardware, software, networking, IoT, database management, electronic communication systems, IT usage, cyber security and maintenance guidelines.

As the teaching pedagogies are continuously evolving, driving the institutions to adopt and absorb the technology for improvised academic deliberations and effective administrative operations, IQAC constantly advocates the need for ICT upgradation across the institution.

IQAC periodically reviews the ICT infrastructure and its utilization with the help of the ICT Committee and advises the concern to address the issues that are observed and inferred. Every year sufficient budget is provided for the creation and maintenance of IT infrastructure.

The institution is armed with 500 Mbps shared bandwidth from the ACT Fiber vendor and the campus WI-FI is enabled with enough Routers/Switches and access points for a seamless WI-FI facility.

As enough computers with the latest upgradation, during 2022-'23, no computers are procured. At present 412 computers are with an institution.Out of 412 computers 383 are connected to the internet.500 Mbps shared bandwidth for both the campus from ACT is continuing for the period.

Microsoft-licensed software is installed and renewed periodically. Licensed software and open-source software are available for usage.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.3.1%20Institutions%E2%80%99%20Information%20Technology%20%28IT%29%20Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
2190	**383**

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

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

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

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

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.3.4%20%20e-content%20developed%20by%20teachers.pdf
List of facilities for e-content development (Data Template)	[View File]()

4.4 - Maintenance of Campus Infrastructure

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

105.37

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

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

- **The utilization and maintenance of infrastructure at campus is handled by separate teams headed by the Manager. Maintenance and upkeep of facilities are undertaken regularly both through in-house staff and AMC outsourced to expert agencies.**
- **Most of the facilities like lifts, ACs, Generators, Aquagaurds, Extinguishers, Computers etc. are maintained through AMCs.**
- **Qualified Electrician and plumber are appointed for campus maintenance and monitored through regular inspection.**
- **Classrooms are allotted as per the prescribed timetable. Teachers use teaching aids like LCD, Laptops for teaching. These are all well maintained by the maintenance team.**
- **College has Sufficient ICT facilities with latest configuration. One System Administrator on each campus is looking after these facilities.**
- **Laboratories equipment's are procured in structured manner and is maintained regularly.**
- **Libraries are managed by qualified Librarians with Library Assistants and supporting staff.**

- **Sport Facilities are maintained well, under the guidance of PED.**
- **Logbooks are maintained and prior intimation/permission is required for using Auditorium/Seminar-Hall. The official in-charge will take care of arrangements once it is booked.**
- **Transportation vehicles are monitored & maintained by the official in-charge periodically.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/4.4.2%20Doc-2%20Logbook%20%26%20Other%20Records%20Regarding%20Maintenance%20Work.pdf](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

484

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

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

360

File Description	Documents
Upload any additional information	[View File](#)
Institutional data in prescribed format	[View File](#)

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

File Description	Documents
Link to Institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/5.1.3%20Detailed%20report%20of%20the%20Capability%20Development%20and%20Schemes.pdf
Details of capability development and schemes	View File
Any additional information	View File

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

488

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

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

07-03-2025 05:12:20

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

5.2 - Student Progression

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

185

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

5.2.2 - Number of outgoing students progressing to higher education

40

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

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

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

2

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

16

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

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

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

Mission of the Student Council is to encourage a sense of achievement, pride and belonging among the students of the College. The Council has overseen a number of projects and (more than 110 programs so far)

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

Also in the same year, we have partnered with NGO- Durga and are launching several initiates related to women empowerment.

Academic Year 2022-23, The Council has partnered with the School Bell and are aiming to revitalize the school's appearance through colorful and creative wall paintings which is including designing and painting murals, inspirational quotes, educational themes, and other visually engaging elements.

Student of Surana are part of following committees/bodies

1. **Eco club**
2. **SHE Cell**
3. **Rotract**
4. **Anti ragging**
5. **Equal Opportunity cell**
6. **Library Advisory Committee**
7. **Cultural Committee**
8. **Research Committee**
9. **Mentoring**
10. **Student Council**
11. **Student Personal Counselling Cell**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/5.3.2%20Student%20Council%20and%20Representation%20of%20students%20in%20Academic%20and%20Administrative%20Bodies.pdf

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

32

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

5.4 - Alumni Engagement

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

Surana Educational Institution has an active Alumni Association being registered during the year 2012-13 with the Registration No.: DRB-C/SOR/91/2012-13.

Mission:

- **The objective is of this organization shall be to promote and support Surana group of Institutions wherever possible and to establish strong relationship between the Alumni Association and present students.**
- **It works to bridge the gap between the Institution and the alumni. It is the central point of contact among alumni to interact and network with each other.**

It conducts regular meetings wherein the members closely interact with each other on issues pertaining to the development of the students.

Their ideas/suggestions are duly recognized and implemented by the college. Alumni meet was held on 3rd June 2023. Election of students for various posts were done and various activities were done.

The alumnus has been contributing financially where more than 600 Members have newly joined to Alumni association and contributed financially more than 5,24,00/ to the development of the institution, its non-financial contribution includes career guidance, workshops, guest lectures, Seminars, Panel discussions.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	[https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/5.4.1%20Minutes%20of%20Meeting%20of%20Alumni%20Association.pdf](#)

5.4.2 - Alumni's financial contribution during the year	**C. 5 Lakhs - 10 Lakhs**

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The governance of the Institution is founded on the vision and mission, which are democratic, growth-oriented, and value-based. as well as inclusive ideals. Decentralisation, delegation, bottom-up planning, and departmentalization guarantee that institutional goals are met. A Management by Exception (MBE) method promotes goal-oriented activity by fostering productive management and faculty engagement at all levels. The allocation of authority to several committees facilitates decentralisation.

Principal, Heads of the department are constituent members of Academic Council. The Board of Studies includes all academic members. Department heads, programme coordinators, and faculty members, including the secretary, make up the Teachers Council. The examination decision-making body is led by the Controller of Examinations. Faculty members are influential in the IQAC, finance committee, and curriculum design and review committee. Staff members serve on numerous statutory committees established by the college, such as the internal complaints committee, the sexual harassment prevention committee, the anti-ragging cell, the grievance redressal cell.

To mould persons, institutional governance conforms to the goal and mission and aims for academic achievement, character building, moral rectitude, intellectual integrity, skill development, and compassion.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.1.1%20Organogram%20on%20the%20institution.pdf

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

Case Study: Management By Exception - Building Senior and Midlevel leadership the institution adopts the practice of Management by Exception, whereby only significant matters pertaining to the attainment of the plan are brought to the attention of the top management.

Day to day academic and administrative activities are carried out in the respective responsibility centres- deaneries and departments.

Decentralisation is facilitated through the delegation of powers to various committees i.e., examination committee that execute the academic activities of the college. They are involved in two levels of managerial decision making as depicted below.

Level 1: Participative leadership in Academic roles: Revision of syllabus as per the need. Expertise from industry, Institutes, Academia, and Alumni are consulted. Students feed back towards holistic development of the curriculum. Outcome Based Education was deliberated.

Level 2: Participative leadership in administrative roles: Induction, Orientation, Immersion Programmes and Faculty Development Programmes (FDPs) are conducted on a regular basis for the faculty of the college. Service Registers are being maintained for all Teaching and non-teaching Staff.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/wp-content/uploads/2024/01/612PAR1.pdf

6.2 - Strategy Development and Deployment

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

Institution's strategic plan is the enhancement of MCA and MBA programs and inception of M.Sc. (Chemistry) program that is implemented in strategic management.

Institution has developed a strategic plan that focuses on three key managerial activities: Strategic Analysis, Strategy Formulation and Strategy Implementation. The practices include curriculum development, faculty development, industry partnerships, and research opportunities. These practices helped institution achieve its strategic plan and provide students with necessary skills and knowledge to succeed in the field of strategic management and leadership.

- **Curriculum Development: Institution has developed curriculum that focuses on strategic management and leadership. Curriculum includes courses such as corporate strategy, competitive strategy, and managing strategic transformations.**
- **Faculty Development: Institution has invested in faculty development to ensure that the faculty members have the necessary skills and knowledge to teach the courses effectively. Faculty members are experts in their respective fields and have experience in teaching strategic management and leadership.**
- **Industry Partnerships: Institution has established partnerships with leading companies to provide students with real-world experience. Partnerships also provide students with networking opportunities and access to industry experts.**
- **Research Opportunities: Institution has provided students with research opportunities; it allows students to apply the concepts they have learned in the classroom to real-world situations.**

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.2.1%20Deployment%20of%20Strategic%20Plan.pdf
Upload any additional information	[View File](#)

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

Institution structure is designed to facilitate effective governance, participative management and decision making in academic, financial, and general administrative affairs. Statutory bodies are constituted as per the guidelines of UGC:

Board of Governors, Academic Council, Board of Studies, Board of Examiners, Finance Committeeresponsible for framing of academic policy, approval of courses, regulations, syllabi, etc., setting and reviewing ofquestion paper and supervision of evaluation and moderation and monitors the progress of the college, suggests activities for the growth and overall development of the

institution.

In order to create a democratic system of governance, Institution's administration is decentralised, and concerned statutory committees are given authority. With the assistance of the department heads, programme coordinators, subject coordinators, IQAC, research department, examination centre and resource centres, library, computer department, and ERP department, institution's principal supervises the administrative office and oversees other academic and administrative tasks. All stakeholders' feedback is gathered by IQAC, which then launches quality improvement initiatives.

All personnel are given guidance by the service Rules. For recruiting, promotions, and other issues, the school has established a transparent mechanism, namely the Higher Education Policy Assistance. The principal-led grievance resolution process attends to the issues brought up by employees and students.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.2.2%20Organogram%20on%20the%20institution.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.2.2%20Functioning%20of%20the%20Various%20Bodies%20in%20the%20Institution.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

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

Some of the welfare measures are,

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

role and designation.
- **Free Uniforms are provided for housekeeping Staff.**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.3.1%20List%20of%20Beneficiaries%20of%20Welfare%20Measures.pdf

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

36

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

9

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

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

40

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Institution has a well-established finance committee for monitoring and management of finances. Qualified internal Auditors from external resources are permanently appointed.

External audit is carried out elaborately on yearly basis by Td Jain and Diskaria, CA. Team of staff do thorough check and verifications of vouchers, records and books, e-statements of the transactions, budget estimations, cash transactions, bank reconciliation statements and verification of events in financial managements.

Mechanism of Internal audit:

- Verifications of student's fee registers.
- Authorization of fees concessions, controls, policies.
- Examining the statutory payments to EPF, ESI, TDS, Income Tax.
- Examining the Bank Passbook.
- Examining Grants, sponsorships, deposits, payments.
- Interdepartmental stock checking.

Internal audit is carried out yearly twice:

1st Audit – March to obtain budgets and approvals.

2nd Audit – September to review utilization of budgets.

Mechanism and settlement of objections of External Audit:

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

- **Evaluating fee receipts.**
- **Certify the audit report.**
- **Filing the Income Tax returns regularly**

Audit objections raised by audit firm, discussed in finance committee and action taken report is submitted.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.4.1%20Appointment%20letter%20of%20Internal%20Auditors%20%26%20External%20Auditors.pdf

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

1.00

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

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

The institution has a well-planned process for the mobilization of funds and resource. The funds are allocated for the Institutional development, providing holistic development for the student and for welfare schemes of the Staff.

Resources are mobilized by following means:

- **Institution is financially viable by self-generating funds through student fees.**
- **GDA Foundation monitors fundraising and infrastructure development. Every year funds are received from its corporate body Micro labs and Interest on corpus fund.**

- **Institution receives grants from government bodies like UGC, AICTE, NAAC**
- **Funds are received from non-government agencies and philanthropist and Alumni**
- **State-of-art auditorium is much in demand for many educational institutions to conduct their programmes.**
- **Funds received by outsourcing infrastructure and human resource.**

Optimum utilization of funds is ensured through: -

- **Adequate funds are allocated for effective teaching-learning practices that include Induction and Orientation Programmes, ERP, LMS, Research activities, Workshops, Inter-disciplinary activities and other training programmes.**
- **Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.**
- **Adequate funds are utilized for development and maintenance of infrastructure and to enhancement of library facilities to augment learning practices.**
- **Funds are allocated for social service activities through NSS, NCC, Rotaract and Student council.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.4.3%20Institutional%20Strategies%20for%20Mobilization%20of%20Funds%E2%80%93%20Other%20Income..pdf

6.5 - Internal Quality Assurance System

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

Practice - 1

Surana IQAC is taking initiatives to ensure quality progression with

respect to skill enhancement and making learning more relevant in enabling better employment prospects. 48 Value Added Courses were conducted across all programs and 100% students benefited. Conscious efforts taken by IQAC resulted in increasing the research publications by faculty in a significant way.

UGC care Journals are 25, Scopus indexed Journals are 13 and Web of Science are 02 have been published by the faculty. Research Cell is separately constituted to promote research related activities and to promote research culture among students also. 20 Research papers were presented by students of MCA out of which 04 papers got the best paper awards.

Practice - 2

In an endeavour to make examination process robust to ensure quality assessment and evaluation Surana IQAC has suggested various measures to office of examination with respect to fast-track supplementary exam, changing question paper pattern, BOE scrutiny, external DCS, internal vigilance squad team, pre valuation meeting of valuators, result review meeting etc.

IQAC suggested the above measures to facilitate education instead of regulations. COE Office was involved while implementing above reforms after due acceptance from respective BOS, ratified by AC and accepted by GC.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/6.5.1%20Doc-1%20Structure%20and%20Mechanism%20for%20Internal%20Quality%20Assurance%20Cell.pdf

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

IQAC assures that the faculty maintains the work diary and the report is reviewed by head of the departments and Principal periodically.

For the periodical review of teaching and learning process institute

has mobilised a system structured lesson plan with innovative pedagogies for the betterment of students. These lesson plans are updated in the College ERP - DHI App and are accessible to students and parents at any point of time. IQAC takes a review of the lesson plan before uploading it online. The plan consists of course unit, teaching methods, pre-reads and post-interaction.

IQAC encourages the faculty members to increase the expert interaction so to enhance the understanding of the course and also to have an industry/ market-oriented interaction simultaneously. Surana IQAC has brought in a regular practice of having need based QIPs for each program or Course. Student centric learning methods are widely encouraged by the IQAC to ensure the participative and experiential learning.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.suranacollege.edu.in/wp-content/uploads/2024/02/6.5.2-Any-Additional-Information.pdf

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

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.suranacollege.edu.in/wp-content/uploads/2024/02/6.5.3-IQAC-Report.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution values, policies and objectives clearly show gender equity and sensitization of students and staff in conduct of curricular and co-curricular activities and provision of facilities for safety and security.

Imbibing Gender Equity

- **During orientation programme gender equity is prominently explained.**
- **Teaching and non-teaching staff hold equal position in academic and administrative posts.**
- **All committees' boards student club and student council have both genders in equal numbers**

Gender Sensitization

- **Students are sensitized through he courses that they study related to gender issued.**
- **SHE cells of the college organizes awareness programs on gender issues**
- **Orientation programme also contains topic about gender equity**
- **Many extension activities involve gender sensitization programme**

Facilities for women in the college include;

- **CCTV Surveillance throughout the campus and security**

arrangement.

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

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/7.1.1%20Programs%20Conducted%20on%20Gender%20Issues.pdf

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

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Segregation of waste at source level is practiced in the campus. So that, disposal and recycling had been done accordingly.

Separate waste bins for dry waste, wet waste, plastic waste and e-waste are kept at appropriate locations of the campus.

Waste is also segregated as Biodegradable that can be decomposed by natural agents. and non-biodegradable substances that are not decomposed. Degradable waste are processed in Kumba and used as

manure for the plants and trees.

Separate bins are used across the campus for Dry and Wet wastes. Each room (Staff, class rooms, office, restrooms, and library) is provided with the dustbin to segregate waste.

The housekeeping staffs cleans and collect the wastes generated inside the campus and dumps them into the larger waste bins in segregated manner at disposal point. From, there the wastes are taken by the BBMP vehicles.

For wet Waste Management waste, which is produced from the canteen in the campus, remains of the tiffin boxes brought by the students, teachers, & non-teaching staff of the college, separate bins to collect food waste is kept in canteen. The canteen in-charge segregates the food waste as degradable for further processing.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

    1. Restricted entry of automobiles

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

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

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile	A. Any 4 or all of the above

path lights, display boards and signposts
Assistive technology and facilities for persons
with disabilities: accessible website, screen-
reading software, mechanized equipment, etc.
Provision for enquiry and information:
Human assistance, reader, scribe, soft copies of
reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

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

The institution fosters tolerance and peace towards diverse cultures, faiths, and other diversity by creating an inclusive environment. It encourages cultural acceptance and education, which can assist in the removal of cultural barriers when dealing with individuals from varied backgrounds.

Institution also provides a friendly environment for all people, regardless of their linguistic, cultural, regional, racial, socioeconomic, or other distinctions. College conducts range of sports and cultural programmes that promote mutual tolerance.

Different commemorative days and festivals are celebrated. This encourages pleasant interaction among people of different ethnic and cultural backgrounds. Institute includes number of grievance redressal cells for students and women, which resolve complaints without regard to anyone's ethnicity or cultural background.

All students, teachers, and other staff members are obligated to follow an institute-wide code of ethics, regardless of cultural, geographical, linguistic, communal, social, or other distinctions.

College in addition to providing a solid academic basis for its students, it works hard to shape them into better citizens of the

nation.

College ensures that students participate in all such activities with zeal. Since the previous year, college has made significant efforts to improve student comprehension of and adherence to appropriate processes in this regard.

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

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

College is proud to provide the Programme, which build among student's excellent academic foundation to help them become better citizens of the country. In this regard, college creates a sense of community among its students through a variety of practises and programmes, in addition to providing education.

College guarantees that students participate enthusiastically in all such events. College observes Republic Day and Independence Day. Students participated in an elocution contest, guest lecture, and preamble recitation in honour of Constitution Day in November 2022, as well as a debate competition, case study, poster making competition, skit, add-on course, and seminar that promoted fundamental rights and duties of Indian citizens as well as ideal constitutional principles.

Variety of academic and extracurricular events organised by Political Science Department have highlighted Indian citizens' fundamental responsibility and rights.

Students participated in academic events, such as webinars, conferences, expert presentations, stunning lectures, etc. which helped them gain better understanding of topics.

Annual organisation of contests on numerous current legal themes has broadened students cognitive breadth. Institution has hosted student-focused activities such as paper, poster, and essay competitions. These programmes have consistently attracted a huge number of students, raising their understanding of many facets of Indian citizenship.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Code of Ethics - policy document	[View File](#)
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	[View File](#)
Any other relevant information	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

India observes a number of commemoration days all year long to celebrate and pay tribute to historical figures and events.

Republic Day, observed on January 26 every year to commemorate the day the Indian Constitution went into force in 1950.

August 15th that commemorates India's 1947 independence.

Gandhi Jayanti, observed on October 2, who is revered as the father of the Indian nation and a pivotal role in that country's war for

independence.

Martyrs' Day, observed on January 30th, remembers those who gave their lives in defence of India's freedom.

Children's Day, observed on November 14th, birth anniversary of India's first Prime Minister, Jawaharlal Nehru.

Other commemorative days celebrated are World Environmental Day, International Yoga Day, Kargil Vijay Divas, Unity Day, Indian Army Day, International Women's Day, World Water Day, Etc.

Some of the events conducted include Annual Sports Meet, Documentary Screening, Blood Donation Camp, Book Donation Drive, Election Awareness Programme, Cloth Donation Drive, Aadhaar Mela, National Integrated Camp for Students

The college also celebrates festivals viz., Ayudha Pooja, Ganesh Chaturthi, Mahaveer Jayanthi, Christmas Day and Sharada Pooja etc..

Such memorial days are observed on our campus by Surana College in an effort to raise awareness among young people.

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

7.2 - Best Practices

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

https://www.suranacollege.edu.in/wp-content/uploads/2024/02/7.2.1-Descriptive-answer.pdf

File Description	Documents
Best practices in the Institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/7.2.1%20Institutional%20Best%20Practices.pdf
Any other relevant information	https://www.suranacollege.edu.in/wp-content/uploads/2024/03/7.2.1-Any-Additional-information.pdf

7.3 - Institutional Distinctiveness

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

The institution focuses on a few different characteristics, the outcomes of which are tracked. The Principal, IQAC, and Department Heads comprise the Planning Committee, which meets at the start of each academic year to consider techniques for adapting to a changing environment.

For both learning and teaching, hybrid learning was extensively employed. This session's features included recorded lectures, video-based learning, student presentations, and internships.

The institute's ideas and aims have been formed on the foundation of social outreach. The NCC, NSS, Rotaract, Student Council, and other departmental organisations carried out social outreach programmes.

Some of our students and mentors employed peer therapy as part of a pilot programme for an internal well-being centre for faculty and students.

When analysing a graduating student's professional options in terms of entrepreneurship, higher education, and employment based on their skill sets, the concept of career is taken into account.

The majority of programmes now incorporate project-based learning to guarantee that students attend expert lectures and workshops that improve their capacity to think critically and creatively.

File Description	Documents
Appropriate link in the institutional website	https://www.suranacollege.edu.in/images/NAAC/AQAR-2022-23/7.3.1%20Institutional%20Distinctiveness.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of Action For 2023- '24

1. Constituting a new IQAC core committee for the year 2023- '24
2. Measures to improve h-index and I-index.
3. Establishing Entrepreneurship Cell.
4. Increase the number of workshops on outcome base learning and attainment.
5. Implementing Self- directed learning.
6. Committee to be constituted to prepare Institution's Strategic Plan for five years.
7. To initiate the Institute Journal.
8. Transforming a few classrooms into Smart Classrooms.
9. Focus on rigorous campus placements.
10. External Audit to be done once in two years to assure the standards, yearly Internal Audit at institute level.
11. Encourage the Alumni Sponsorship for research.
12. Proposed to start new programs like….

- PGDM- Business Incubation
- PGDM- Healthcare Leadership & Management
- PGDM- Data Analysis & Actuaries
- PGDM- AI & ML