*Guidelines for the Creation of the*

# Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

*(Revised in October 2013)*

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

# NAAC

## VISION

*To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

## MISSION

- *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*

- *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*

- *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*

- *To undertake quality-related research studies, consultancy and training programmes, and*

- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

### Value Framework

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*

## Contents

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## *Guidelines for the Creation of the*
## Internal Quality Assurance Cell (IQAC)
## and Submission of Annual Quality Assurance Report (AQAR)
## in Accredited Institutions

## Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangaloreproposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promotingits holistic academic excellence.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution.It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned  interventionist strategies to remove deficiencies and enhance quality like the"Quality Circles" in industries.

## Objective

*The primary aim of  IQAC is*

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

## Strategies

*IQAC shall evolve mechanisms and procedures for*

a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;

b) The relevance and quality of academic and research programmes;

c) Equitable access to and affordability of academic programmes for various sections of society;

d) Optimization and integration of modern methods of teaching and learning;

e) The credibility of evaluation procedures;

f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;

g) Sharing of research findings and networking with other institutions in India and abroad.

## Functions

*Some of the functions expected of the IQAC are:*

a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;

b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

d) Dissemination of information on various quality parameters of higher education;

e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

f) Documentation of the various programmes/activities leading to quality improvement;

g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;

i) Development of Quality Culture in the institution;

j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

## Benefits

*IQAC will facilitate / contribute*

a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;

b) Ensure internalization of the quality culture;

b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;

c) Provide a sound basis for decision-making to improve institutional functioning;

d) Act as a dynamic system for quality changes in HEIs;

e) Build an organised methodology of documentation and internal communication.

## Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:
1. Chairperson: Head of the Institution

2. A few senior administrative officers

3. Three to eight teachers

4. One member from the Management

5. One/two nominees from local society, Students and Alumni

6. One/two nominees from Employers /Industrialists/stakeholders

7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

- It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.

- The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

## The role of coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

## Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/ report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail (capuaqar@gmail.com). The file name needs to be submitted with Track ID of the institution and College Name or EC number. For example MHCOGN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc or EC_32_A&A_143 dated 3-5-2004-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.

# The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC.*(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

## Part – A

**AQAR for the year** *(for example 2013-14)*

2016-17

## 1.Details of the Institution

1.1 Name of the Institution

The Oxford College of Science

1.2 Address Line 1

#32, 17th B Main

Address Line 2

Sector IV, HSR Layout

City/Town

Bengaluru

State

Karnataka

Pin Code

560102

Institution e-mail address

scienceprincipal@theoxford.edu

Contact Nos.

91 – 80-30266301/ 302/ 351/ 391/402

Name of the Head of the Institution:

Dr R Kavyashree, Principal

Tel. No. with STD Code:

080–30266302, 402

Mobile:

9886023272

Name of the IQAC Co-ordinator:

Ms Gayathri Sudhir

Mobile:

9243125478

IQAC e-mail address:

iqacscience@theoxfordedu

1.3 **NAAC Track ID**(*For ex. MHCOGN 18879*)

KACOGN14425

**OR**

1.4 **NAAC Executive Committee No. &Date:**
*(For Example EC/32/A&A/143 dated 3-5-2004.*
*This EC no.is available in the right corner-bottom*
*of your institution's Accreditation Certificate)*

EC(SC)/27/A&A/34.2

1.5Website address:

www .theoxford.edu

Web-link of the AQAR:

http:/www.theoxford.edu/science

AQAR.Html/AQAR2016-17.DOC

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6Accreditation Details

| Sl.No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---|---|---|---|---|---|
| 1 | 1st Cycle | A | 3.10 | 2011 | 2016 |
| 2 | 2nd Cycle | A | 3.06 | 2017 | 2022 |
| 3 | 3rd Cycle | | | | |
| 4 | 4th Cycle | | | | |

1.7 Date of Establishment of IQAC : DD/MM/YYYY    01/07/2010

1.8 Details of the previous year's AQAR submitted to NAACafterthe latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

  i.   AQAR__26/09/2012_____ _____ (DD/MM/YYYY)
  ii.  AQAR___23/09/2013_____(DD/MM/YYYY)
  iii. AQAR___26/11/2014_____ _____(DD/MM/YYYY)
  iv.  AQAR___19/02/2016_____ _____(DD/MM/YYYY)
  v.   AQAR___06/03/2017_____ _____ (DD/MM/YYYY)

1.9 Institutional Status

University [ x ]    State [ ]    CentralDeemed [ ]    Private [ ]

Affiliated College    Yes [ X ]    No [ ]

Constituent College    Yes [ ]    No [ x ]

Autonomous collegeof UGC    Yes [ ]    No [ x ]

Regulatory Agency approved Institution    Yes [ x ]    No [ ]

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution    Co-education [ x ]    Men [ ]    Women [ ]

Urban [ x ]    Rural [ ]    Tribal [ ]

Financial Status    Grant-in-aid [ ]    UGC 2(f) [ x ]    UGC 12B [ x ]

Grant-in-aid +Self Financing [ ]    Totally Self-financing [ x ]

1.10 Type of Faculty/Programme

Arts [ ]    Science [ x ] Commerce [ ]    Law [ ]    PEI(Phys Edu) [ ]

TEI (Edu) [ ] Engineering [ ]    Health Science [ ]    Management [ ]

Others(Specify)    .    - M.A.

1.11 Name of the Affiliating University *(for the Colleges)*    Bangalore University

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University | No

University with Potential for Excellence | No          UGC-CPE | No

DST Star Scheme | No          UGC-CE | No

UGC-Special Assistance Programme  DST-FIST | No

UGC-Innovative PG programmes | No          Any other (*Specify*) | DST-WOS

UGC-COP Programmes | No

## 2.IQACComposition and Activities

| | |
|---|---|
| 2.1No. of Teachers | 10 |
| 2.2No. of Administrative/Technical staff | 01 |
| 2.3No. of students | 01 |
| 2.4No. of Management representatives | 01 |
| 2.5No. of Alumni | 02 |
| 2. 6No. of any other stakeholder and Community representatives | 01 |
| 2.7 No. of Employers/ Industrialists | 01 |
| 2.8  No. of other External Experts | 02 |
| 2.9 Total No. of members | 19 |
| 2.10No. of IQAC meetings held | 02 |

2.11 No. of meetings with various stakeholders: No. | 01 |    Faculty    | 04 |

Non-Teaching Staff | 01 | Students | 01 |    Alumni | 02 |    Others | x |

2.12 Has IQAC received any funding from UGC during the year?    Yes [  ]    No [ x ]

If yes, mention the amount [          ]

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | 10 | International [  ] National [  ] State [  ] Institution Level [  ]

(ii) Themes

Life sciences, Physical science, chemical sciences and computer science

2.14 Significant Activities and contributions made by IQAC

**Student Quality Circle**: Quality circles act as an autonomous council, led by a student representative and a senior faculty. Taking an issue, after completing analysis, the council often present their findings to management and then handle implementation of approved solutions. The Quality circle practice greatly helps the students to learn new skills hidden potential, organizational working environment and overall productivity of organization by improvement.

**Science Association**: Provide a unique Platform "Students Science Association" for UG students for presenting Research papers

**Online feedback system**: This is in place in the College with campus management system to manage student data. Student Online Feedback Systems provides the students the capabilities for selecting subjects for feedback and generate the report automatically, build student details, student-related data needs in the College..

Student quality circle, student science association, online feedbacks- 360 degree. audits

2.15Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

| Plan of Action | Achievements |
|---|---|
| a)Science Association | Science Day celebration with creative models and projects. |
| b) Improve research activities | In house On line  Journal is launched |
| c) Add on programs | Industry collaborated On -line courses |
| d) Improve teaching Methodology | Customised In- house FDP is oraganized |

*Attach the Academic Calendar of the year as Annexure.*

2.15Whether the AQAR was placed instatutory body Yes  √          No

Management | √ |    Syndicate | |    Any other body | |

Provide the details of the action taken

Procure more number of External funded projects

# Part – B

## Criterion – I

## 1. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|---|---|---|---|---|
| PhD | 4 | - | 4 | 0 |
| PG | 3 | - | 3 | 6 |
| UG | 3 | - | 3 | 6 |
| PG Diploma | 1 | - | 0 | - |
| AdvancedDiploma | 0 | - | 0 | - |
| Diploma | 0 | - | 0 | - |
| Certificate | 4 | - | 0 | - |
| Others | 0 | | 0 | |
| **Total** | 11 | | 10 | 12 |

| Interdisciplinary | - | - | - | - |
|---|---|---|---|---|
| Innovative | - | - | - | - |

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
   **Choice Based Credit System**
   (ii) Pattern of programmes:

| Pattern | Number of programmes |
|---|---|
| Semester | 3 UG + 3 PG programmes |
| Trimester | - |
| Annual | - |

1.3 Feedback from stakeholders*    Alumni [x]    Parents [x]    Employers [x]    Students [x]
    *(On all aspects)*

Mode of feedback:   Online [x]    Manual [x]    Co-operating schools (for PEI) [ ]

*Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

No

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

## Criterion – II

## 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|---|---|---|---|---|
| 99 | 73 | 22 | 4 | |

2.2 No. of permanent faculty with Ph.D.      26

2.3 No. of Faculty Positions Recruited (R) and Vacant(V) during the year

| Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| R | V | R | V | R | V | R | V | R | V |
| 15 | 0 | 3 | 0 | 1 | 0 | 3 | 0 | 21 | 0 |

2.4 No. of Guest and Visiting faculty and Temporary faculty      11            0

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|---|---|---|---|
| Attended | 8 | 24 | 18 |
| Presented papers | 8 | 24 | 18 |
| Resource Persons | - | 8 | 10 |

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Innovation in teaching has been the hallmark of the College; some unique approaches adopted are:
- Peer teaching methodology for MSc students
- Workshop by the students for the students to hone their employability skills
- Problem based learning -- a unique approach to instil scientific attitude towards feasible practical solutions
- Industry visits, Workshops training programs are planned in line with the syllabus to fortify their learning

2.7 Total No. of actual teaching days during this academic year      180

2.8 Examination/ Evaluation Reforms initiated by the Institution(for example: Open Book Examination,Bar Coding, Double Valuation, Photocopy, Online MultipleChoice Questions)      Online Multiple Choice Questions

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

as member of Board of Study/Faculty/Curriculum Development  workshop

| 0 | 0 | 6 |
|---|---|---|

2.10 Average percentage of attendance of students

| 75% |
|-----|

2.11 Course/Programme wise distribution of pass percentage :

| Title of the Programme | Total no. of students appeared | Division | | | | | |
|---|---|---|---|---|---|---|---|
| | | Exemplary | Distinction % | I % | II % | III  % | Pass % |
| B.Sc. | 665 | 12.33 | 22.7 | 50.52 | 0.90 | -- | 51.42 |
| BCA | 364 | 4.67 | 20.60 | 51.92 | 4.12 | -- | 56.04 |
| M.Sc | 480 | 12.70 | 31.04 | 62.29 | 2.91 | -- | 65.20 |
| MCA | 73 | 24.65 | 39.72 | 84.93 | 1.36 | -- | 86.30 |
| MA (English) | 4 | | | 50.0 | | | 50 |
| | | | | | | | |

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

The IQAC plays a crucial role in assessing and improving academic standards to ensure sustenance and enhancement of quality of the teaching-learning process in the institution. Under the guidance of IQAC, five deanary (Academics, Research and development, examination, administration, HR and Placement) have been formed headed by Coordinators to facilitate teaching learning process. The collaborative endeavour of all the above Deanery, the Principal and the Management is to maintain consistently high standards of quality in teaching and learning. IQAC is deemed to function as the pivot for the establishment and maintenance of quality, and the fulfilment of the vision and mission of the Institution with greater focus and dedication.

2.13 Initiatives undertaken towards faculty development

| Faculty / Staff Development Programmes | Number of faculty benefitted |
|---|---|
| Refresher courses | 02 |
| UGC – Faculty Improvement Programme | 02 |
| HRD programmes | 30 |
| Orientation programmes | 80 |
| Faculty exchange programme | |

| Staff training conducted by the university | 4 |
|---|---|
| Staff training conducted by other institutions | 35 |
| Summer / Winter schools, Workshops, etc. | 10 |
| Others | |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|---|---|---|---|---|
| Administrative Staff | 33 | 1 | 0 | 0 |
| Technical Staff | 3 | 0 | 0 | 0 |

# Criterion – III

## 3.Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The College has provided a conducive environment for promotion of research and has taken several measures to encourage research activities in the campus such as:
- Drafting of R&D policy and consultancy policy
- Institutional Research committee (IRC) to monitor research culture
- Encouraging more in-house projects for faculty and students
- Encouraging  for faculty and students to applying for external research grants
-

3.2        Details regarding major projects

|  | Completed | Ongoing | Sanctioned | Submitted |
|---|---|---|---|---|
| Number | 02 | 02 | 02 | 01 |
| Outlay in Rs. Lakhs | 120.00 | 52.00 | 110.00 | 28.0 |

3.3        Details regarding minor projects

|  | Completed | Ongoing | Sanctioned | Submitted |
|---|---|---|---|---|
| Number | 02 | 01 | 01 | 02 |
| Outlay in Rs. Lakhs | 2.70 | 0.75 | 0.75 | 10.0 |

3.4        Details on research publications

|  | International | National | Others |
|---|---|---|---|
| Peer Review Journals | 12 | - | - |
| Non-Peer Review Journals | - | - | - |
| e-Journals | 10 | - | - |
| Conference proceedings | - | - | - |

3.5 Details on Impact factor of publications:

Range   | 0.5-1.0 |    Average   | 0.7 |    h-index   | 4 |    Nos. in SCOPUS   | 02 |

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|---|---|---|---|---|
| Major projects | 03 | DST-WOSA, VGST-CISEE | 52,00,000 | 20,10,000 |
| Minor Projects | 02 | UGC | 6,75,000 | 3,45,000 |
| Interdisciplinary Projects | | | | |
| Industry sponsored | | | | |
| Projects sponsored by the University/ College | | | | |
| Students research projects *(other than compulsory by the University)* | | | | |
| Any other(Specify) | 05 05 | DST-FIST BiSEP | 60,00,000 50,00,000 | Awaited 10,00,000 |
| Total | | | | |

3.7 No. of books published)  [ 3 ]  With ISBN No. Chapters in Edited Books  [ 3 ]

ii) Without ISBN No.  [ 02 ]

3.8 No. of University Departments receiving funds from

UGC-SAP [ NA ]   CAS [ NA ]   DST-FIST [ NA ]

DPE [ NA ]   DBT Scheme/funds [ NA ]

3.9 For colleges   Autonomy [ - ]   CPE [ - ]   DBT Star Scheme [ - ]

INSPIRE [ - ]   CE [ - ]   Any Other (DST-FIST) [ 01 ]

3.10 Revenue generated through consultancy  [ ----- ]

3.11No. of conferences

organized by the Institution

| Level | International | National | State | University | College |
|---|---|---|---|---|---|
| Number | - | 01 | 01 | - | - |
| Sponsoring agencies | - | CTCS | Indian Academy of Sciences | - | - |

3.12 No. of faculty served as experts, chairpersons or resource persons $\boxed{21}$

3.13 No. of collaborations    International $\boxed{-}$  National $\boxed{5}$  Any other $\boxed{-}$

3.14 No. of linkages created during this year $\boxed{7}$

3.15 Total budget for research for current year in lakhs :

From Funding agency $\boxed{23.55}$    From Management of College $\boxed{14 \text{ Lakhs}}$

Total $\boxed{37.55 \text{ Lakhs}}$

3.16 No. of patents received this year

| Type of Patent | | Number |
|---|---|---|
| National | Applied | - |
| | Granted | - |
| International | Applied | - |
| | Granted | - |
| Commercialised | Applied | - |
| | Granted | - |

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

| Total | International | National | State | University | Dist | College |
|---|---|---|---|---|---|---|
| 05 | 1 | 02 | - | - | - | 02 |

3.18 No. of faculty from the Institution
who are Ph.D. Guides $\boxed{03}$

   and students registered under them $\boxed{02}$

3.19 No. of Ph.D. awarded by faculty from the Institution $\boxed{01}$

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF $\boxed{0}$  SRF $\boxed{0}$  Project Fellows $\boxed{0}$  Any other $\boxed{01}$

3.21 No. of students Participated in NSS events:

University level $\boxed{78}$    State level $\boxed{0}$

National level $\boxed{0}$  International level $\boxed{0}$

3.22 No. of students participated in NCC events:

University level [ - ]    State level [ - ]

National level [ -- ]    International level [ -- ]

3.23 No. of Awards won in NSS:

University level [ 06 ]    State level [ -- ]

National level [ -- ]    International level [ ]

3.24 No. of Awards won in NCC:

University level [ -- ]    State level [ -- ]

National level [ -- ]    International level [ -- ]

3.25 No. of Extension activities organized

University forum [ 2 ]    College forum [ 4 ]

NCC [ 0 ]

NSS [ 10 ]

Any other [ 0 ]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Digitization awareness program,

- Cashless transaction campaign

- , Blood donation campus,

- Swachh Bharath Abhiyan,

- Skill development programs for rural women leading to self employment

- Mobile banking education to small vendors,

- Lake cleaning

- Youth day celebration

- Awareness program on HIV AIDS, mental health

## Criterion – IV
## 4.Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|---|---|---|---|
| Campus area | 8,094 sq. mts. | -- | -- | 8,094 sq. mts |
| Class rooms | 28 | -- | -- | 28 |
| Laboratories | 43 | -- | -- | 43 |
| Seminar Halls | 3 | -- | -- | 3- |
| No. of important equipments purchased ( 1-0 lakh) during the current year. | 18 | -- | -- | 18 |
| Value of the equipment purchased during the year (Rs. in Lakhs) | 39.44,000 | 20,18934 | Management | 59,63,328 |
| Others | | | | |

4.2 Computerization of administration and library

Library is well equipped with services like INFLIBNET, DELNET, etc., and 24,731 volumes, 9728 titles, 76 journals, 24 desktops and internet facility for the teachers and students

4.3  Library services:

| | Existing | | Newly added | | Total | |
|---|---|---|---|---|---|---|
| | No. | Value | No. | Value | No. | Value |
| Text Books | 20739 | 6870347 | 257 | 97837 | 20996 | 6968184 |
| Reference Books | 3657 | 1255600 | 78 | 217731 | 3735 | 1473331 |
| e-Books | 3130000 | 5000 | 5000 | 5900 | 3135000 | 5900 |
| Journals | 94 | 1214065 | 76 | 993655 | 76 | 993655 |
| e-Journals | 50000 | 74000 | 50000 | 11500 | 50000 | 85500 |
| Digital Database | INFLIB NET, DELNET | 16500 | - | - | 3135000 books+ 50000 journals | 17400 |
| CD & Video | 867 | 0 | | | 867 | 0 |
| Others (specify) | | | | | | |

4.4Technology up gradation (overall)

|  | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Depart-ments | Others |
|---|---|---|---|---|---|---|---|---|
| Existing | 625 | 08 | 620 | 03 | 01 | 05 | 40 | 02 |
| Added | - | - | - | - | - | - | - | - |
| Total | 625 | 08 | 620 | 03 | 01 | 05 | 40 | 02 |

4.5Computer, Internet access, training to teachers  and students and any other programme for technology upgradation (Networking, e-Governance etc.)

The College has state-of-the-art computer labs with LAN and internet connectivity. In addition, each Department including the library has computers with internet connectivity. State-of-the-art computer labs have 557 computers and the College has total of 625 computers with internet connections are connected to printers.

4.6Amount spent on maintenance in lakhs :

i) ICT

1,23,456

ii)Campus Infrastructure and facilities

4,32,605

iii) Equipments

5,72,481

iv) Others

2,72,817

**Total :**

11,28542

## Criterion – V
## 5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

> Dedicated student welfare officer has been appointed to create awareness about various welfare schemes and procedures to avail them .Career guidance is done by the placement officer.

5.2 Efforts made by the institution for tracking the progression

> Electronic student database has been created. Using the software, students' progressions are tracked

5.3 (a) Total Number of students

| UG | PG | Ph. D. | Others |
|----|----|--------|--------|
| 1130 | 254 | 2 | -- |

   (b) No. of students outside the state

   578

 (c) No. of international students

   23

MEN

| No | % |
|----|----|
| 819 | 49.7 |

WOMEN

| No | % |
|----|----|
| 828 | 50.3 |

| Last Year | | | | | | This Year | | | | | |
|-----------|-----|-----|-----|----------------------|-------|-----------|-----|-----|-----|----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 875 | 99 | 25 | 339 | 00 | 1338 | 1069 | 149 | 28 | 401 | 00 | 1647 |

Demand ratio  4:1  Dropout  1%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Faculty members assist students in preparation for competitive examinations. Interactive sessions with dozens of different industries civil services are organized for student motivation. In the academic year 2015-2016, the College has started CSIR coaching for post graduate life science students. The College has collaborated with Biotechnika and has initiated an add-on program for UGC-CSIR coaching

No. of students beneficiaries         | 165 |

5.5 No. of students qualified in these examinations

NET | - |        SET/SLET | |        GATE | -- |        CAT | - |

IAS/IPS etc | |        State PSC | |        UPSC | |        Others | |

5.6 Details of student counselling and career guidance

The Oxford College has a dedicated Dean HR and Placement and a full-time placement officer who is in-charge of the placement services. The cell organises various collaborative activities, and seminars to increase awareness about future career opportunities. Workshops on skill development, resume writing, Group discussion, grooming on personal interview are conducted every semester

No. of students benefitted         | 687 |

5.7 Details of campus placement

| On campus | | | Off Campus |
|---|---|---|---|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 26 | 250 | 103 | 62 |

5.8 Details of gender sensitization programmes

International women's day-several programs conducted to sensitize students about their rights.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level  | 2 |   National level | 0 |   International level | 0 |

No. of students participated in cultural events

State/ University level | 30 |   National level | 1 |   International level | 0 |

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level | 7 |   National level | |   International level | |

Cultural: State/ University level | 15 |   National level | |   International level | |

5.10 Scholarships and Financial Support

| | Number of students | Amount |
|---|---|---|
| Financial support from institution | 29 | 1,86,000 |
| Financial support from government | 205 | 27,53,442 |
| Financial support from other sources | 40 | 150,000 |
| Number of students who received International/ National recognitions | 26 | 49,00,000 |

5.11 Student organised / initiatives

Fairs     : State/ University level | 1 |   National level | 0 |   International level | 0 |

Exhibition: State/ University level | 1 |   National level | 1 |   International level | 0 |

5.12 No. of social initiatives undertaken by the students     | 3 |

5.13 Major grievances of students (if any) redressed: _____3_____

## Criterion – VI

## 6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

**Vision**: To participate in the Nation's March towards a knowledge society by nurturing intellectual growth and sound value systems in students through science education.

**Mission**: Our mission is to realize the empowering and ennobling aims of education through scientific knowledge and research by providing an excellent learning environment with emphasis on values.

6.2 Does the Institution has a management Information System

Yes, the college uses MIS (Management Information System) to manage its activities related to process, academics, administrative etc

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The industry, Alumni inputs were considered while developing the curriculum for Add -On programs, workshops and skill development programs

6.3.2 Teaching and Learning

- Position of Dean-Academics has been created who oversees the quality of teaching and learning
- Academic audit is done once every year and the results are analyzed and corrective action is taken
- Feedback committee has been set up that solicits feed-back from students on quality of teaching
- Desired Student teacher ratio is always maintained for both theory and practical classes
- Minimum qualification and experience for faculty as defined by UGC are in force
- Faculty development programs are conducted regularly.

- Promoting professional development of faculty by providing support
  - o (i) To undergo refresher courses, orientation programs
  - o (ii) To equip themselves in modern pedagogical tools
  - o (iii)To pursue doctoral programs and
  - o (iv) To attend and present the research papers in State/National/International level Conferences/Seminars/Symposium
- Ample opportunities are provided for holistic development of students   Emphasis on Student centric learning process
- Remedial classes for slow learners and coaching classes for entry level competitive exams
- Supplementing classroom learning with field visits, industry visits, enrichment programs, problem based learning, workshops and in-house projects
- Continuous up gradation of teaching aids and infrastructure including library lab IT facilities

6.3.3 Examination and Evaluation

The evaluation method is as prescribed by Bangalore University for the semester and examinations conducted by the University. Internal assessment component for the evaluation is designed by the college. The internal assessment marks are awarded on the basis of students' performance in the internal test conducted in each semester. We also follow the continuous evaluation methods in the classroom which is based on interaction in class, presentation, seminars, performance in assignments etc

Communication of evaluation methods are as follows:

**To the students**

- The students are given the college programme schedule containing the time table, academic calendar, internal test schedule, list of holidays, etc., at the beginning of the semester.

- In the orientation programme conducted at the beginning of the odd semesters, faculty briefs about the examination and evaluation methods followed in the respective disciplines to the students. As the students are aware that they are being evaluated continuously, good attendance and participation in the class is ensured.

- The internal assessment results are displayed on the departmental notice boards well ahead of the deadline for the sending the same to the University. The college automation facility provided by the management through Campus management software enables the students to access the results.

- Copies of the results announced by the University are distributed to the class teachers through the Principal. The class teachers in turn convey the results to the students.

6.3.4 Research

- Position of Dean-R&D has been created whose onerous responsibility is to develop scientific temper, research culture and aptitude among students and faculty
- Extensive investment in state-of-the-art lab facilities
- Support system is in place to encourage faculty members to obtain grants from various funding agencies for research
- Promoting interdisciplinary and collaborative research
- Faculty members are incentivized to publish papers and obtain grants
- Motivate the faculty to register for Ph D, and those with doctoral degree to obtain recognition as research guides
- Students are encouraged to carry out in-house research projects beyond what is stated in the curriculum
- Incubating projects developed by students

6.3.5  Library Facility

**<u>Library Facility & Services</u>**

- ➢ Libsoft Library Software With RF Facility
- ➢ Open Access System
- ➢ Circulation Service
- ➢ Reference Service
- ➢ OPAC Search Service
- ➢ Wi-Fi  with Internet Connection
- ➢ CD's Browsing Service
- ➢ Reprography
- ➢ Computer and Printing
- ➢ Newspaper Clipping Service
- ➢ Information Display and Notification
- ➢ Display of New Arrivals
- ➢ Book Exhibition
- ➢ Book Bank (SC/ST)
- ➢ Departmental Libraries
- ➢ Power Back-up
- ➢ Question Bank Services

6.3.6   Human Resource Management

- Dean Academics has been given the responsibility to analyse workload and recommend appointment of faculty
- Faculty performance appraisal system is in vogue to determine increments and promotions
- College has set up HR and Placement Cell headed by Dean, that carries out
- Entry Exit interview
- Induction training
- Recommends to retain qualified & talented faculty and supporting staff
- Conducts faculty improvement programs
- Facilitates placement for students and
- Implements HR related policies and procedures
- External agencies are engaged to provide soft skill training to non-teaching staff

6.3.7   Faculty and Staff recruitment

--Advertisement of faculty requirement in regional and national dailies and college website.

--Screening of the applications and notifying short-listed candidates of the interview by post/telephone/e-mail.

--- Technical and personal interview of the candidates by the interview panel comprising Management, Principal and subject experts.

--Demonstration lecture by the candidates.

--- Appointment of apt candidates.

6.3.8   Industry Interaction / Collaboration

- Every Department is required to organize minimum of two Guest Lectures for every semester and provide opportunities for interaction by inviting experts from Industry
- Industry visits are regularly organized both within and outside state
- HR & Placement Cell facilitates internship in industry for students
- UG/PG students carry out short-term projects in industry
- Add-on courses are offered in collaboration with industry E.g. CADD & MMD, SAS
- Biotechnology Finishing School has been set up under the GoK program to bridge the gap between industry and academia
- MOUs are in place with various industries

6.3.9   Admission of Students

- The College has constituted an Admission Committee to oversee the admission process.
- The committee stringently verifies the authenticity of the parent University/Institution.
- Prospective students and their parents are counselled about the courses and its avenues
- Staff council and admission committee makes sure that the transparency in admission process is carried out uniformly according to the admission criteria.

6.4 Welfare schemes for

| Teaching | Provident Fund,  ESI,   Various types of leave including casual leave, earned leave, study leave, maternity leave, long leave,  Subsidized canteen facility,  Sports facility including gymnasium,  Subsidized education for the children, Short term interest free loans,   Salary advance,  Financial support for specific requirements such as marriage, hospitalization,   Free Healthcare, Dental care and curative treatment facility,  Free transport facility |
|---|---|
| Non teaching | |
| Students | Merit scholarship for toppers in all streams of science and reward for 100% attendance. |

6.5 Total corpus fund generated    ---

6.6 Whether annual financial audit has been done    Yes  x     No

6.7 Whether Academic and Administrative Audit (AAA)has been done?

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | yes | Khan technologies | yes | Dean-Academics |
| Administrative | yes | Khan technologies LIC Bangalore university | yes | Vice-Principal Administration |

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes    Yes [  ]    No [ x ]

For PG Programmes    Yes [  ]    No [ x ]

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

MCQ examination.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

There is a provision for according the status of autonomy by the affiliating University The College has not yet decided on applying for an autonomous status. The College is making efforts in strengthening research activity, attracting top quality faculty, improving the quality of student intake, infrastructure and placement, offering skill based programs and so on, in order to apply for autonomy. Soon after the College is able to shoulder the responsibility of autonomy, it shall seek the autonomous status

6.11 Activities and support from the Alumni Association

Alumni meet is conducted once a year.

Alumni take part actively in college activities such as Fashion show, sports day and college fest

6.12 Activities and support from the Parent – Teacher Association

> Parent teacher meeting is held every year. Online parent feedback portal is created. All the feedback is analysed and necessary measures are taken.

6.13 Development programmes for support staff

> Staff training program is conducted. A workshop was conducted based on the theme "How to be happy at workplace"

6.14 Initiatives taken by the institution to make the campus eco-friendly

> Eco club has been constituted which has planned activities round the clock. Green campus, energy conservation are the prime focussed areas

# Criterion – VII

## 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Peer teaching by the post graduate students to undergraduates on selected subjects
- Introduction of more Skill Development courses which enhance employability.
- Online 360 degree Feedback System on teaching learning process
- Psychometric analysis for the psychological measurement of students
- Introduction of Student Quality Circle
- Establishment of Eco club

7.2Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> The details of the Action Taken Report (ATR) on the plan of action are provided at 2.1.5
>
> **In addition**
>   - The College has been reaccredited with 'A' Grade with a CGPA of 3.06 on a four point scale
>   - Increase in the number of certificate courses.
>   - Enhanced research output.
>   - Training programmes/capacity building sessions for faculty and non–teaching staff.
>   - Increased academic tie ups
>   - Entire campus is equipped with Wi-Fi connectivity
>   - e-Attendance is implemented effectively
>   - Student and Staff welfare schemes continued more effectively by providing health

7.3Give two Best Practices of the institution*(please see the format in theNAAC Self-studyManuals)*

The Oxford College of Science considers its best practices as an integral part of the curriculum and a mandatory ingredient for the sustainability of quality in higher education system. Most of the best practice ideas conceived by the college greatly enrich the curriculum by developing introspection and problem-solving skills through active learning. These practices motivate students to learn and attain the true essence of education. The college firmly believes that students who receive a well balanced curriculum inclusive of adequate knowledge, skill and capacity can transform and interlink ideas and concepts across disciplines and thus can go for the gold in the global scenario. The major best practices implemented by the college focus on teaching a balanced and integrated curriculum, optimizing instructions to meet individual needs and providing active learning opportunities for students .

**Best Practice 1**

**1. Title of the Practice**
Academic audit system to improve academic quality

**2. Goal**
The commitment to quality assurance in higher education through the continuous improvement of teaching and learning processes lies at the heart of the Academic Audit initiative at The Oxford College of Science. Audit process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their "education quality processes" – the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning.

**3. The Context**

The National Assessment and Accreditation Council (NAAC) have evolved tools and guidelines for improving quality for different levels of Higher Education Institutions (HEIs) and for its sustenance. By establishing Internal Quality Assurance Cell (IQAC) and undergoing External Quality Assurance process it's possible to continuously strive for excellence. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. The NAAC expects the Institutions to undertake continuous Academic and Administrative Audits (AAA). Academic are very essential for the excellence in Higher Education system. Academic audit serves as a systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities.

**4. The Practice**

Dean academics is authorized for conducting academic audit of all the departments pertaining to academic and related activities of various departments. The audit will be taken place in annual basis and will be presented during strategic meet, which will be conducted at the beginning of every academic year. The audit may include structured review of the various activities conducted by the departments against the commitments made in the previous academic year, major achievements of the department, its faculty and students, the end semester examination results of post graduate and under graduates students and faculty appraisal. The consolidated report of the individual departments will be projected in the strategic meet as mentioned. The meet comprises of principal, Vice principals, Deans, Associate deans, Head of the departments and all the faculty members. In the process, the lacunas will be identified, addressed and the achievements will be appreciated and honoured.

**5. Evidence of Success**

The Departments were able to have an independent appraisals concerning to the adequacy and effectiveness in the execution of academic programs. The suggestions put forward during the meeting greatly helped all the departments to have considerable improvement in pass percentage at the end semester examinations and in execution of various co-curricular activities. The audit also helped the departments to analyze the Strength, Weakness, Objective and challenges and work towards it.

**6. Problems Encountered and Resources Required**

The resource required was the collection and compilation data from the departments and the collegehad no hindrances in executing thesame.

**Best Practice 2**

**1. Title of the Practice**

Introduction of more Skill Development courses which enhance employability

**2. Goal**

The college focuses on a skill oriented approach in which facilitators adapt the curriculum to meet the needs of all the students. The content of the subject, the method used, and the outcome expected are modified to help students achieve success. Task choices and group activities are used to accommodate background knowledge and interests of individual students. The practice of an integrated curriculum enables the students to identify the thrust areas, develop questions, plan inquiry, divide tasks, acquire R &D information, share the learning process and finally conceptualize and implement their ideas.

**3. The Context**

A significant section of our students come from different subject backgrounds for a particular course and hence lack insight and perception. Some students have a good theoretical knowledge but lag in practical aspects or vice versa. This results in low productivity during their academic term and future career. Implementing more enrichment programs has been started by the college with the aim of developing strategies for bridging the gap between theory and practice & sculpting students to meet industry standards.

**4. The Practice**

All the departments conduct enrichment programs for the students to enhance their education by bringing new concepts to light or by using old concepts in new ways. At the beginning of every semester, the head of the department and the faculty members interact with the students and identify the various domains of interest. Based on the students' feedback, different practical oriented courses are designed in thrust areas which are not included in the university curriculum. A faculty and a student coordinator assigned for the program form a team which designs the course manual for the topic selected and takes care of the preliminary preparations for the program. The students are divided into small working groups which proceed under the supervision of the program coordinator. At the end of the course, each group submits a complete report of the program which is scrupulously analyzed by the faculty.

Appertaining to enriching the curriculum, Problem Based Learning is conducted during the laboratory sessions. This activity primarily focuses on experiential learning structured on the investigation, explanation, and resolution of significant problems. In Problem Based learning, students are allowed to work in small collaborative groups and examine facts to arrive at a solution for the problem. A teacher is assigned to each group to guide the students in the process. After each problem is resolved, students report on the entire cycle and the knowledge gained. Since students are self-directed in designing their goals and strategies to solve the problem, they acquire the skills needed for lifelong learning.

The college offers add on programs in collaboration with various renowned academic organizations, for the postgraduate students to hone their academic skills. The service providers are invited to describe key features and benefits of the program offered along with their company profile, to the faculty and students. After finalization of the courses for a given semester, students are instructed to select a program of their choice based on their area of interest. The Dean Academics works out the course content, structure and time frame of the program in consultation with the subject experts without adversely affecting the regular curriculum. Presently the college has collaborated with Biotecknica Info Labs Pvt Ltd-, RASA life sciences. Mind Q Systems, INQRA, Mind smart, Pharma Training Institute etc.

**5. Evidence of Success**

The major evidence of success is the striking increase in placements in the last few years. The number of companies visiting the college for campus placements has increased by 25%. The approach of enriching the curriculum has received wide appreciation in the university and the number of students opting for higher education in our college has risen to a great extent.

The college has monitored students who were academically weak and made considerable improvements especially with regard to knowledge base, problem-solving skills and self-initiative. The active learning process employed by the college which engages students in hands-on activities rather than passive acquiring of knowledge has been commended by many stakeholders.

**6. Problems Encountered and Resources Required**

The college had minimum hindrances in executing the enrichment programs. Due to the loaded university calendar, time was a constraint and students had to spend extra time in the college after the regular working hours. Though initially the students faced difficulty in managing their time, understanding the importance of the same and to excel in their future endeavours, all the students took up the challenge and worked for it. Some of the slow learners faced difficulty to cope up with the program due to lack of basic skills which were taken care by the mentors. The major resources required were the skilled facilitators and finance which were well managed by the executives of the college administration.

**7.4 Contribution to environmental awareness / protection**

College believes in promoting a society which cares for the environment, cares to protect, preserve and conserve. Realizing the importance of sustainable development many activities are undertaken to make the campus environmentally friendly and students sensitive to ecological issues. College has an active 'Eco club' which has taken upon itself the onus to spread awareness and provide students several platforms to discuss the various environmental issues and deliberate on appropriate solutions towards the same. Events are organized to create awareness on campus like photography competitions, guest lectures, quizzes, documentary competitions etc. The college has established plastic free zone and made many efforts for carbon neutralization. All the laboratories are following good laboratory practices and systematic hazardous waste management. The college has 117 plant species including 40 medicinal plants in and around campus which are nurtured and well maintained.

7.5 Whether environmental audit was conducted?  | Yes |

**Summary of Green Audit**

Green Audit Certificate of Completion In accordance with the Risk-Based Audit and Evaluation Plan of The Oxford College of Science, the External Quality Assurance Cell has conducted green audit of the college in March 2017

The purpose of the audit was to ensure that the practices followed in the campus are in accordance with the Green Policy adopted by the institution. With this in mind, the specific objectives of the audit were to evaluate the adequacy of the management control framework of Environment Sustainability as well as the degree to which the Departments are in compliance with the applicable regulations, policies and standards

During the initial planning of the audit, an analysis was conducted in order to identify, evaluate and prioritize the risks associated with the environmental sustainability The analysis was based upon an examination of the policies, manuals and standards that govern environmental sustainability, on data analysis, and on the results of preliminary interviews with personnel considered key in the environmental management in the campus The criteria and methods used in the audit were based on the identified risks

The methodology used included physical inspection of the campus, review of the relevant documentation, and interviews Reliance was placed on the third party data provided by the institution

The audit team includes lead auditors certified by CISA, CISSP having conducted such audits in India, USA and other Geographies for multiple compliances

**Statement of Assurance**

This audit has been conducted in accordance with the International Standards for the Professional Practice of Internal Auditing In our professional judgment, sufficient and appropriate audit procedures were completed and evidence gathered to support the accuracy of the conclusions reached and contained in this report The conclusions are based on a comparison of the situations as they existed at the time of the audit with the established criteria

**Summary of Findings** The main findings of the audit show that, in general, all the departments and students are aware about the need, quality and environmental protection at a general level.

**Suman Nandy CISA, CISSP, ITIL Foundation**

7.6Any other relevant information the institution wishes to add. (for example SWOT Analysis)

**Strength**

- Innovative teaching methods, PBL, Peer teaching, In-house projects, MOUs, Internships, Active placement cell, Certificate and skill developmental courses
- Variety of Enrichment programs and add-on courses
- Recognized Research Centersand  Government funded research programs
- State of art infrastructures, Library with INFLIBNET, DELNET, e-campus, Classroom with LCD, use of PPTs,WiFi campus
- Academic audit, Green audit,
- Regular university ranks and high pass percentage

**Weakness**
- Low demand ratio in some subjects
- Floating population of faculty

**Opportunities**
- 28 sister educational campus, Scope for inter disciplinary courses
- Building a technology enabled active learning environment
- Up gradation to autonomous college/ Deemed university
- Setting up incubation centre
- Starting UG Courses in Forensic medicine as per Bangalore University guidelines
- To Introduce more courses in basic science

**Challenges**

- Semester scheme for UG and PG courses
- Setting up local centers by international Universities
- Growing competition from Autonomous colleges

# 8.Plans of institution for next year

## 8.Plans of institution for next year

Aiming at Potential for excellence

Strengthen research activity

Establish Incubation centre

Name   G.AYATHRI SUDHIR        Name _____
                                    Dr R. KAVYASHREE
                                       Principal
                                The Oxford College of Science
_____         _____17th 'B Main, Sector-IV, HSR Layout,
Signature of the Coordinator/IQAC    Signature of the Chairperson, IQAC Bangalore-560 102
Vice-Principal & IQAC Co-ordinator
THE OXFORD COLLEGE OF SCIENCE
17th B Main, Sector IV, HSR Layout,
     Bengaluru - 560 102            _____ *** _____

**Annexure I**

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|---|
| | | | | | | | 1 |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | Reopening for II and III Sem/ National Green skill | | | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | | | | | | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | | | | | UG Orientation | | EL-GL |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | FAD-GL MAT - GL | GT -WS | | MB - EP STAT -GL | BCA - GL |
| | 30 | 31 | | | | | |
| | | Campus Day | | WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit | | | |

**July**

**2017**

**August 2017**

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3 | 4 | 5 |
|  |  | MB - EP |  | STAT - EP | BCA - EP | BT-GL |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|  |  |  | GT-GL | BT-Biovista release | Fresher's Day | Fresher's Day |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|  | FAD- WS | Independence Day celebration | I internals | I internals | I internals | I internals |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|  | BT/MB- IV | NAAC Awareness | PHY -GL |  | Ganesh Chathurthi |  |
| 27 | 28 | 29 | 30 | 31 |  |  |
|  | BC- WS      FAD- IV | ZOO - GL | PHY-Exhibition   Maths- WS |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  | **WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit** |  |  |  |

**September**

**201**

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | 2 |
| | | | | | | | Bakrid |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | FAD – WS<br><br>BT-GL & EP | BT-EP<br><br>MB-EP | BC - GL | EL – WS | CH - GL |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | CS-SEM<br><br>MB-WS | GT-EP<br><br>MB-WS | BC – EP<br><br>MB-WS | EL-GL<br><br>MB-WS | NAAC Awareness<br><br>GT-WS | BCA - AW |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | IV- C/BC | CH - WS | PHY conference | MAT - GL | FAD - GL | |
| | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | Oxfoignite | Oxfoignite | Ayudha pooja | Dasara |
| | | | | **WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit** | | | |

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|---|
| **October** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | Gandhi jayanthi | II internals | II internals | Valmiki jayanthi | II internals | II internals |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | II internals ZOO/GEN - IV | FAD – IV  EL-GL | GT-WS  MB-IV | MB-IV | BC-WS  MB-IV | BCA – seminar  CH – GL |
| | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | MB-IV | BCA - IV | | Naraka chathurdashi | CH - AW | Deepawali | |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | CH-GL | PHY-GL | | Last working day | | |
| | 29 | 30 | 31 | | | | |
| | | CS-GL  PHY-IV | | | | | |
| | | | | | | | |
| **2017** | | | | WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit | | | |

| | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 |
| | | | | Kannada Rajyothsava | I Internal I Sem | I Internal I Sem | I Internal I Sem |
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | Kanakadasa jayanthi | I Internal ISem | I Internal I Sem | BC-GL | PHY-GL | |
| | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | | | | CH-WS BT-EDC | ST-WS BT-EDC | | CS-EP EL-WS |
| | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | | | CH-IV | | II Internal III Sem | II Internal | II Internal |
| | 26 | 27 | 28 | 29 | 30 | | |
| | | II Internal III Sem | II Internal III Sem | | CS-WS Last working day- III sem | | |
| | | | | | | | |
| 2017 | | | | WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit | | | |

November

| December | Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|---|
| | | | | | | 1 | 2 |
| | | | | | | Eid - Milad | MB-AW (AIDS) |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | | | | | |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | | | | | | | |
| | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | II Internal I Sem | II Internal I Sem | II Internal I Sem | II Internal I Sem | II Internal I Sem | Last working day- I sem |
| | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | Christmas | | | | | |
| 2017 | 31 | | | | | | |
| | | | | **WS – Workshop, GL- Guest lecture, EP- enrichment program, Aw- Awareness program, IV- Industrial visit** | | | |

**Abbreviations:**

| | | |
|---|---|---|
| CAS | - | Career Advanced Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
| UPE | - | University with Potential Excellence |
| UPSC | - | Union Public Service Commission |

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