SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KOSHYS INSTITUTE OF MANAGEMENT STUDIES

NO-31/1,KANNUR P.O, HENNUR-BAGALUR ROAD, KADUSONNAPANAHALLI,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Koshys Institute of Management Studies (KIMS) was established in the year 2007 by Koshys Education Trust®, which is a trust formed by a philanthropist to promote quality education and with an intent to serve the society. KIMS is affiliated with Bengaluru North University, Bengaluru, Karnataka, and is recognized by AICTE, New Delhi. The institute, accredited by NAAC & recognized under 2 (f) by the University Grant Commission, offers 9 Under-Graduate Programs in Commerce, Management, Computer Science, Arts and Design, 1 Post-Graduate Programs in MBA and 1 research program in Management in its beautiful serene green campus. Presently, the institute has 2235 students in roll and 76 faculty members. KIMS has a lush green campus spread over 7.02 acres with best-in-class infrastructure facilities. The Wi-Fi enabled campus has ICT integrated classrooms, fully automated two-level library, laboratories, exclusive Training & Placement Centre. Centre for Entrepreneurship Incubation and one research center complement in manifesting innovation. The campus has hostel facilities and a well-networked transportation for students & staff. The campus also has a gymnasium, medical Centre, food court and sports infrastructure. The institute, known for its academic standards, has received University Ranks over the last 3 years as a reference to the quality teaching-learning pedagogy.

Vision

"Nurturing an Institutional Environment for Excellence in Education and Positive Transformation in Students & Society"

Mission

"Be One among the Top Reflective and Active Learning Institutions in Bangalore."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Institution is connected to Bengaluru International Airport with an Industrial hub situated in its vicinity.

- Proactive management is willing to provide infrastructure support systems and human resources to provide a conducive environment for excellent teaching-learning ambience.

- Institutional scholarships for meritorious students and students from low income backgrounds.

- Inclusive institutional environment with students from different states, languages, cultures and socio-economic backgrounds.

- The institution is recognized as a Research Center in Management by Bangalore North University.

- Extension and outreach program which enhances the sense of social responsibility.

- 9 academic meritorious ranks in programs offered by Bangalore North University.

- Comprehensive development of students in curricular, co-curricular and extra-curricular activities.

- Effective implementation of E-governance.

- Active MOU's with industries.

- Focus on Skill Development Certification.

Institutional Weakness

- Publications in Scopus Indexed Journals to be improved.

- Research efforts need to be strengthened.

- Needs to improve placements & Average pay package

- Only two of the institution's faculty have been recognized as research guides.

- Entrepreneurship development activities on campus are yet to be optimized.

- KIMS, being an unaided and private institution, research funds and sponsored projects from government and non-government agencies have been scarce.

Institutional Opportunity

- The institution aspires for Autonomous Status to determine and prescribe its own programmes of study and syllabi, to restructure the courses to suit local needs and to achieve higher standards of education.

- Interaction through Industry-Academia will widen the opportunities for students' internships & faculty exchange.

- The institution has great potential to collaborate with Universities in India and abroad and develop multidisciplinary academic collaborations, faculty and student exchange programmes.

- To improve the quality of research, the institution can begin discipline specific peer-reviewed research journals.

- Making the institution as skill development Center

- With the recent employment trends that require a more highly skilled workforce, KIMS can initiate

more professional and job-oriented courses that meet the current needs of the society.

Institutional Challenge

- Increased Competition & pricing pressure from the Private Universities.

- Long term sustainability without compromising standards.

- International students and faculty exchange programs with foreign universities.

- It is a challenge to obtain grants and funding for pursuing research projects.

- The University affiliation system causes a lot of delays and it is difficult to implement the institutional plans as per schedules.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

KIMS is affiliated with Bengaluru North University, Bengaluru, Karnataka, and is recognized by AICTE, New Delhi. The institute, accredited by NAAC & recognized under 2 (f) by the University Grant Commission, offers 9 Under-Graduate Programs in Commerce, Management, Computer Science, Arts and Design, 1 Post-Graduate Programs in MBA and 1 research program in Management in its beautiful serene green campus. All the 9 undergraduate programs follow the NEP scheme with effect from 2021-22 academic year and 1 post graduate program (MBA) follows the CBCS scheme. The institution prepares the academic plan based on the schedules provided by the affiliating university and adheres to its academic calendar for internal assessments and all the institutional activities. The following is a summary of curricular engagements and innovations during the accreditation period:

- Choice Based Credit System was introduced in 2014-15 for all the programmes. All the courses implemented the CBCS scheme till 2020-21.

- The NEP Scheme syllabi of 9 undergraduate programmes have been introduced by the affiliating University in 2021-22 except MBA.

- The institution offered 37 add-on/certification programs during the last five years. Average of 63% of students enrolled in such programs during the last five years.

- Cross-cutting issues relevant to environmental sustainability, professional ethics, human values and gender have been effectively integrated in the curricula of various programmes.

- The affiliating University has integrated experiential learning components such as internships, projects and fieldworks in 35% of the courses taught in the last academic year.

- Timely feedback from the different stakeholders provides valuable inputs for improving content delivery and review of syllabus.

- Feedback system is formulated and practiced for effective implementation of the prescribed syllabus.

- IQAC has analyzed the curriculum feedback gathered from students, alumni, faculty and employers for continuous improvement. The feedback analysis and action taken report are updated on the institutional website.

Teaching-learning and Evaluation

The institution has continuously made efforts in extending academic services to learners with the binding principle of inclusiveness and equity in its approach. The admission process of the college is transparent and abides by the reservation policy of the Government. Students from varied backgrounds apply through a well-defined online and offline process and the admission rate against the sectioned intake every year has been 83%.

To have effective student engagement and quality delivery, the class size is maintained at 60 with 76 qualified faculty working for a total student strength of 2235 with a ratio of 29:1. The teaching – learning experience of students is characterized with identifying learner levels through tests followed by using teaching pedagogies with the use of ICT enabled teaching. The focus of imparting the education is to have practical engagement through experiential learning, field work and hands – on learning process. The outcome has been enhanced capabilities and developing application competence.

The institutional development depends on individual capabilities and the college appoints faculty members with good academic credentials and aptitude towards professional development based on workload and sanctioned posts. Currently, the college has 76 full -time faculty with 18 PhD. holders.

The learning process of the students is assessed intermittently through Formative and Summative assessments managed by the Internal Board of Examiners with a transparent mechanism of sharing the scores with students and discussing their performance. The internal assessment includes unit tests and assignments. Students are given an opportunity to express their grievances regarding assessments either online or offline and the issues are resolved. The result analysis assists the institution in making necessary reforms at the institutional level. The outcome of the efforts is demonstrated through 09 University ranks in Under graduate over the last five years.

Research, Innovations and Extension

The Institute encourages students and faculty to participate in workshops/training programs to get exposed to current problems and to find out solutions for the same. The management departments of the institution are recognized as research centers by BNU. It is usual practice of the institution to allow admissible leave facilities to faculty to attend seminars, workshops and faculty development programs. The staff members of the institution are engaged in the publication of research papers in UGC Journals. Adequate provision is made for libraries to procure books and journals, e-journals for references. 102 programmes were organized pertaining

to Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development during the last five years.

The institution's faculty have published 67 research papers in UGC notified journals. 7 text books and 80 conference proceedings have been published during the last five years. 2 Patents are filed by faculty in various patent granting nations. KIMS promotes the students to establish contact with the neighborhood communities and interact with them to explore the opportunities for social work.

The institution has NSS, NCC units continuously engaged in a wide range of extension activities to sensitize students on social issues.

39 functional MoUs and linkages with institutions, universities and industries have contributed to institutional excellence.

Infrastructure and Learning Resources

The green campus is 7.13 acres with a built-up area of 96,827 Sq. Feet. has well-planned facilities for academic and extra-curricular activities. The infrastructure facilities are provided by abiding the standards and norms specified by regulatory authorities and the Government. Infrastructure maintenance, safety and security, and IT policies govern development activities

- There are 42 ventilated and spacious classrooms with LCD projectors.

- The campus houses sports facilities for football, basketball, cricket, volleyball, badminton.

- Cafeteria facilities have been created.

- The entire campus is wi-fi enabled with access points in all floors of all the buildings with a bandwidth of 250 Mbps.

- An adequate budget has been allocated for infrastructure augmentation and maintenance.

- The library has 10000 books, 2050 Bound Volumes, 2018 Project Reports, 620 CD/DVDs, 36 Journals and Periodicals, and 12 Newspapers

- The Integrated Library Management System is through Lib software

- Domain-specific laboratories with equipment enrich learning experiences. There are 3 computer labs, 2 Psychology practical, group and individual counseling labs, and one lab each for 2D, 3D, & Language.

- 180 desktop computers and laptops are available.

- An IT lab enables students to access digital platforms and pursue online courses. The college has hardware resources and licensed and open software

- There is an organizational system for monitoring and maintenance of the infrastructure and IT facilities

- To ensure uninterrupted power supply, one UPS with 60 KVA and one UPS with 20 KVA have been installed. Alternatively, two diesel generators with a capacity of 125 KVA & 250 KVA functions as a substitute source of power.

Student Support and Progression

The institution has a very good student support and progression mechanism that includes scholarship benefits, career guidance and training by the placement cell. Institution has an Alumni Association which engages Alumni for holistic development of every student. The Students' Council in the institution gives an opportunity for the students to develop leadership abilities involving them in academic, co-curricular and extra-curricular activities through various committees and clubs which help in holistic development of the student community

- 454 students benefited from a variety of institutional scholarships and free ships amounting to rupees 1.18 crores.

- 600 students benefited from governmental organization scholarships amounting to rupees 68 lakhs.

- Institution has a transparent mechanism for timely redressal of student's grievances including sexual harassment and ragging. Ragging and Sexual harassment is dealt with zero tolerance.

Other support services such as Training & Development and Employability enhancement, Competitive exams training and other relevant programs. 1054 students have received government and non-government scholarships. Furthermore, support is extended in terms of Mentoring, Personal and Career Counseling, Communication improvement Language Lab, developing Soft, IT, Life Skills and Value based education. More than 65% students have benefited through competitive exam and career counseling, 1.73% students have qualified in state, national and international level. A total of more than 61% students have been placed and progressed for higher education.

Academic learning is complemented with Co – curricular and Extra – Curricular activities in pursuit of building character at its core with an objective of preparing students for life.

Students are given a voice to express their opinion and grievances, if any through online or offline platforms and suggestion boxes. To create a healthy learning atmosphere and ambience, statutory cells viz., Grievances Redressal, Internal Complaints Committee, Anti -Ragging, SC/ST, OBC and Minority Cell provide timely redressal.

Brand ambassadors of the institution are Alumni who have progressed and made a mark in wide-ranging fields. Registered association and its members contribute significantly towards academics and volunteer in space of training, judging events, orient about extra and Co – curricular activities, mentoring and pre – placement preparations

Governance, Leadership and Management

Institution has a transparent Governance system. The Governing Council of the Institution meets on a regular basis to discuss issues related to the overall development of the institution. Further HOI and IQAC ensures holistic development of students as it is emphasized in institutional vision & Mission Statement. Decentralization & participative management in both Academic and Administrative front is effectively practiced. The Prospective Plan is prepared for a 10-year time period by identifying the thrust areas for deployment of plan and incremental improvements across the institution. The college has a conducive working environment with 26 active Committees/Clubs/Centers ensuring excellence in curricular, co-curricular and extracurricular initiatives. Effective & transparent Internal and External Audit System on periodical & regular basis. The management adopts effective Welfare Measures for both faculty & Students. The Appraisal of Faculty Performance is conducted on a regular basis through confidential reports through HOI, students' feedback & Self-appraisal by the Post Graduate Department. Financial support is extended to faculty members for attending Conferences, Seminars, webinars, FDP's, Orientation, Refresher Course, short-term course for professional Development of individuals.

The IQAC conducts Academic and Administrative Audit, ISO certification effectively. The institution has a vibrant IQAC which initiates many innovative practices and organizes quality initiative programs through collaborations with other Institutions & Professional bodies.

Institutional Values and Best Practices

Institution aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy and practices self-sustainability in areas of power, water and cleanliness through notable projects on campus: Energy and Water Conservation Facilities on campus such as LED Bulbs and Rainwater Harvesting. The rainwater collected from the terrace is filtered and then stored in the underground tank as a reservoir. The water collected in the recharging pits also increases the underground water level. The college has a well-maintained garden with more than 100 trees along with a sapling nursery and medicinal plants. Initiatives such as planting & gardening, planting of trees in various locations outside the campus are undertaken by the Environment Club, Green audits, energy audits and environmental audits are conducted by various departments of the institution. Institution has effective Management of degradable and Non-degradable waste in the campus. Campus is Divyangjan friendly with the setting up of rest rooms and Scribes. Institution has an Annual Gender Sensitization Action Plan for various programmes to create awareness on the issues related to Gender Sensitization. Gender audit for students and faculty is conducted for gender mainstreaming that aids institutions in identifying and comprehending gender patterns in its human resource management, organizational culture, and composition. Institution conducts several activities to build and promote an environment for ethical, cultural, spiritual, human values and promote harmony among both students and staff. The institution ensures inclusivity, women empowerment, communal harmony and multiculturalism on the campus. 46 varieties of inclusive environment programmes have been conducted. The institution celebrates national festivals such as Independence Day, Republic Day and birth anniversaries and memorials of great Indian personalities. National commemorative days, events and festivals were organized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KOSHYS INSTITUTE OF MANAGEMENT STUDIES
Address	No-31/1,kannur P.O, Hennur-Bagalur Road, Kadusonnapanahalli, Bengaluru, Karnataka
City	Bangalore
State	Karnataka
Pin	560077
Website	www.kimsbengaluru.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Prakash B Nayak	080-9986016623	9986016623	-	director@kgi.edu.in
IQAC / CIQA coordinator	Dr. Gopi G	080-8147215707	8147215707	-	gopi.g@kgi.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Bengaluru North University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-01-2023	[View Document](#)
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	08-11-2023	10	no
AICTE	[View Document](#)	08-11-2023	10	no

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No-31/1,kannur P.O, Hennur-Bagalur Road, Kadusonnapanahalli, Bengaluru, Karnataka	Rural	7.1	8995.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Business Administration,AVIATION MANAGEMENT	36	PUC	English	240	234
UG	BBA,Business Administration,GENERAL	36	PUC	English	90	74
UG	BCom,Commerce,GENERAL	36	PUC	English	100	77
UG	BCom,Commerce,LOGISTICS MANAGEMENT	36	PUC	English	100	43
UG	BCA,Computer Application,	36	PUC	English	330	330
UG	BVA,General,GRAPHIC DESIGN	48	PUC	English	30	30
UG	BA,General, CPJ	36	PUC	English	100	15
UG	BVA,General,INTERIOR DESIGN	48	PUC	English	30	0
UG	BVA,General,ANIMATION	48	PUC	English	30	14
PG	MBA,Business Administration,	24	DEGREE	English	180	180
Doctoral (Ph.D)	PhD or DPhil ,Business Administration,	36	MBA	English	14	14

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				4				71			
Recruited	1	0	0	1	2	2	0	4	32	39	0	71
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	13	13	0	26
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	2	0	7	6	0	18
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	25	33	0	58
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	84	543	9	0	636
	Female	80	95	0	0	175
	Others	0	0	0	0	0
PG	Male	20	90	5	0	115
	Female	7	64	0	0	71
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	11	16	10
	Female	8	9	9	10
	Others	0	0	0	0
ST	Male	5	5	7	3
	Female	5	3	2	1
	Others	0	0	0	0
OBC	Male	78	76	102	31
	Female	53	38	54	17
	Others	0	0	0	0
General	Male	644	589	350	419
	Female	188	104	73	69
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		997	835	613	560

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	From the academic year 2021-22, the institution has implemented National Education Policy at the undergraduate level as per the guidelines of Bangalore North University, making all UG programmes multi-disciplinary programmes of four-year duration with multiple exit and entry options. These programmes offer several Open Elective courses in each semester across all disciplines, making the learning experience truly interdisciplinary. Students are encouraged to participate in add on courses, minor projects, Hackathon and workshops organized inter-departmentally.

2. Academic bank of credits (ABC):	As NEP which the institute has introduced at the undergraduate level is based on a Choice Based Credit System (CBCS), the accumulated credits of a student are digitally stored in the Digi Locker of National Academic Depository which is an initiative of the Ministry of Electronics and Information Technology (MeitY) and Ministry of Education (MoE). When NEP is fully implemented, the credits earned by a student will be transferable across numerous recognised higher education institutions within the state/country, allowing degrees to be awarded from any of the HEIs based on the credits earned.
3. Skill development:	Holistic development of the students is a priority of the institution. The NEP scheme offers many skill enhancement courses such as Yoga, Health and Wellness, Artificial Intelligence, Cyber Security, Digital Fluency, Creativity and Innovation, Financial Literary, Critical Thinking and Cultural Awareness. The students can choose from these courses as per their interest and aptitude. The students enhance their skills through add on programs, workshops, industrial and field visits, panel discussions and research-based projects.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NEP document states that learning must be situated in the Indian context to ensure that students face no alienation from their context, country and culture. Cultural Awareness is one of the skill enhancement courses offered under NEP. "Constitution of India" is a mandatory ability enhancement course. The students also have to learn at least one of the Indian languages in the first fours semesters of their undergraduate programme. Additionally, to promote Indian culture and ethos, various cultural and literary programs are also organized.
5. Focus on Outcome based education (OBE):	The institution has adopted the Revised Blooms Taxonomy as the methodology to assess Outcome Based Education for the POs, PSOs and COs. The expected outcomes are aligned to the vision, mission and values of the institution. At the micro level, within the framework of the degree programme, each course of study defines its own unique set of learning outcomes that are tied to the curriculum. The graduate attributes such as intellectual rigor, creative and critical thinking, team work, digital capabilities, ethical practices, cultural competence and

	communication skills are achieved with the help of Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO).
6. Distance education/online education:	The institution imparts education via face-to-face mode usually. During Covid-19, it successfully delivered all content and conducted internal examinations virtually. Currently, a number of add on courses, seminars and conferences are delivered on virtual mode.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2220	1700	1410	1240	971
File Description			Document	
Upload Supporting Document			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

Response: 361

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	59	52	47	41

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1089.33	699.86	509.72	666.08	372.55

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Koshy's Institute of Management Studies is affiliated to Bangalore North University, Kolar. The University communicates the regulations, curriculum, scheme, and syllabus to the institution by sending the action plan for every semester through the "Calendar of Events (COE)" on the website. The following systematic and transparent processes are used by the Institution to guarantee a well-organized and recorded process for the efficient delivery of curriculum:

Academic Calendar:

- The University publishes the Academic calendar, which the institution adheres to.

- Under the direction of the Principal, IQAC members create the college calendar of activities.

- The academic calendar includes the dates of the start of classes, the last day of classes, internal assessment dates, workshops, seminars, industry visits, and cultural and athletic events, among other things.

- The heads of departments meet with concerned faculty members to plan the departments' activities.

- The approved plan of activities is posted on notice boards and distributed to all staff and students. Additionally, it is published on the college website for compliance and information.

- The Principal has formal meetings with Heads to oversee the Calendar's proper execution.

Time-Table:

- The meetings are organised by the department heads, who take into account the faculty members' willingness, experience, competence, and area of specialisation when assigning subjects to them.

- The timetable, which is posted on the college website and notice board, is created by the corresponding departments and contains all extracurricular, co-curricular, and curricular activities.

- The IQAC periodically evaluates the curriculum delivery process when the HODS are present.

- Based on the requirements of the students, the faculty offers remedial classes and practical hours.

Laboratories:

- The institution makes the best use of its laboratories to provide practical topics as part of its curriculum.

- The involved faculty members develop the laboratory schedule and instructions, and the laboratory schedule includes batch-specific details.

- The results are confirmed by external examiners and internal subject faculty, and the students keep the practical record book. (Selected through University).

Teaching Plan and Teaching Diary:

- At the starting of the academic year, each faculty member prepares a teaching plan that contains lesson plans and their execution, student databases, laboratory instructions, course files, etc.

- In addition to the regular curriculum, faculty members are encouraged to teach the curriculum in accordance with OBE (Outcome Based Education) through a variety of teaching pedagogies, including presentations, assignments, talks by industry experts, workshops, seminars and industrial visits.

- Every course is expected to meet the programme outcomes (POs) and the course outcomes (COs).

Continuous Internal Evaluation:

- The Examination Cell notifies and distributes the IA timetable to the staff and students ten days before the IA test, following the dates specified in the circular to all IA Coordinators across departments.

- The CIE comprises assessments, tests, assignments, presentations and internship or project work.

- The marks and attendance are released in accordance with the activities calendar following the administration of two internal tests.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 04

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 20.5

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
533	369	276	217	151

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Koshy's Institute of Management Studies is affiliated to Bangalore North University, Kolar. The University communicates the regulations, curriculum, scheme, and syllabus to the institution by sending the action plan for every semester through the "Calendar of Events (COE)" on the website. The following systematic and transparent processes are used by the Institution to guarantee a well-organized and recorded process for the efficient delivery of curriculum:

Academic Calendar:

- The University publishes the Academic calendar, which the institution adheres to.

- Under the direction of the Principal, IQAC members create the college calendar of activities.

- The academic calendar includes the dates of the start of classes, the last day of classes, internal assessment dates, workshops, seminars, industry visits, and cultural and athletic events, among other things.

- The heads of departments meet with concerned faculty members to plan the departments' activities.

- The approved plan of activities is posted on notice boards and distributed to all staff and students. Additionally, it is published on the college website for compliance and information.

- The Principal has formal meetings with Heads to oversee the Calendar's proper execution.

Time-Table:

- The meetings are organised by the department heads, who take into account the faculty members' willingness, experience, competence, and area of specialisation when assigning subjects to them.

- The timetable, which is posted on the college website and notice board, is created by the

corresponding departments and contains all extracurricular, co-curricular, and curricular activities.

- The IQAC periodically evaluates the curriculum delivery process when the HODS are present.

- Based on the requirements of the students, the faculty offers remedial classes and practical hours.

Laboratories:

- The institution makes the best use of its laboratories to provide practical topics as part of its curriculum.

- The involved faculty members develop the laboratory schedule and instructions, and the laboratory schedule includes batch-specific details.

- The results are confirmed by external examiners and internal subject faculty, and the students keep the practical record book. (Selected through University).

Teaching Plan and Teaching Diary:

- At the starting of the academic year, each faculty member prepares a teaching plan that contains lesson plans and their execution, student databases, laboratory instructions, course files, etc.

- In addition to the regular curriculum, faculty members are encouraged to teach the curriculum in accordance with OBE (Outcome Based Education) through a variety of teaching pedagogies, including presentations, assignments, talks by industry experts, workshops, seminars and industrial visits.

- Every course is expected to meet the programme outcomes (POs) and the course outcomes (COs).

Continuous Internal Evaluation:

- The Examination Cell notifies and distributes the IA timetable to the staff and students ten days before the IA test, following the dates specified in the circular to all IA Coordinators across departments.

- The CIE comprises assessments, tests, assignments, presentations and internship or project work.

- The marks and attendance are released in accordance with the activities calendar following the

administration of two internal tests.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 24.01

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

Response: 533

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: D. Feedback collected

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 85.28

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
997	835	613	560	517

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

2022-23	2021-22	2020-21	2019-20	2018-19
1230	880	720	660	640

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 33.37

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
164	155	190	72	108

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

2022-23	2021-22	2020-21	2019-20	2018-19
615	440	360	330	320

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.21

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Koshys Institute of Management Studies adopts many student-centric methods to enable the learners to meet their learning goals and academic success with the required competencies. The various Student centric methods to enhance Teaching- Learning are:

1. Experiential learning: Experiential learning is ensured through the following activities:

- **Industrial & Field Visit**

- **Internship**

- **Exhibition**

- **Project Work**

- **Laboratory Experiments**

- **Business Plan Competition**

- **Art Exhibition**

- **Clay Modelling Workshop**

- **Main Project Work, Mini Project Work**

2. Participative Learning:

The departments arrange professional activities and invite-only lectures by professionals in the field.

Regular courses in the academic laboratory.

Every semester, industrial trips are held to improve student understanding of production, procedures, and management techniques. By observing functioning models, this helps students to comprehend the significance of the subjects taught in classrooms.

The Placement Department arranges training courses on soft skills and personality development. Group talks, panel discussions, and debates foster a spirit of competition and teamwork.

The institute also offers practical learning and reflecting experiences through internships with businesses.

Social surveys are carried out with the goal of enhancing research abilities.

The institute hosts exhibitions to foster a critical attitude towards learning and programme management abilities.

Summer projects are carried out to provide significant learning opportunities.

Training programs on personality development/soft skills are organized via the Placement Department. Competitive and Team Spirits are developed through group discussions, debates and panel discussions.

3. Problem Solving Methodologies:

? Case studies to gain knowledge on practical applications of theoretical concepts.

? Business plan preparation sessions.

? Developing student capabilities for analyzing budgets.

? Brainstorming sessions to promote students' critical and lateral thinking.

? Quiz

? Movie Review

1. **At the institutional level, a Technical Team for Technology Enabled Education (CTEE) has been established to facilitate the efficient delivery of online courses and to investigate related matters by creating a uniform framework for the clear and understandable transmission of digital information.**

2. **All courses and course materials have been established via Google Classrooms, and students' access to online activities has been greatly reduced.**

3. **During the lockdown, mentor-mentee meetings and online lessons were held via digital platforms such as Cisco WebEx, Zoom, and G-Meet.**

4. **In accordance with the requirements, the institution has installed ICT equipment in every classroom for every department. The university offers up-to-date teaching aids along with necessary equipment for the labs and classrooms to enhance the quality and interest of the teaching and learning process.**

ICT Facilities in the Institution:

1. **The institution offers a digital library that makes lectures and study materials more accessible to students.**

2. **LCD projectors are installed in the labs and classrooms, and computer capabilities are also offered.**

3. **The KIMS-Student Corner has copies of the lecture notes and exam questions.**

4. **The campus and dorms offer Wi-Fi and internet connectivity for students and faculty to access information. To facilitate effective teaching and learning, teachers use a variety of ICT tools.**

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
76	59	52	47	41

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 16.36

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	8	4	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	**View Document**
Institution data in the prescribed format	**View Document**
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution is affiliated to BNU and follows the university rules and regulations for the assessment and evaluation processes. The student's performance is evaluated through CIA and SEE.

The Student Academic Assessment consists of the following:

For 2022 Scheme: CIA (40 Marks) and SEE (60 Marks) -NEP

For 2021 Scheme: CIA (40 Marks) and SEE (60 Marks) –NEP

For 2020 Scheme: CIA (30 Marks) and SEE (70 Marks) -CBCS

For 2019 scheme: CIA (30 Marks) and SEE (70 Marks) -CBCS

For 2018 scheme: CIA (30 Marks) and SEE (70 Marks) -CBCS

NEP is only for UG Programs PG Program follows CBCS Scheme

Mechanism of Internal Assessment:

The examination and evaluation are carried out as per the guidelines issued by BNU to ensure fair and transparent conduction of IA test. According to university regulations, the CIE for theory is done for 30 marks. There are two IA examinations, and an overall total of 10 points are given for Assignment/Presentation. These marks are combined together to get the final CIE score of 40.

Examining Leadership: Senior faculty members serve as the Controller of Examinations (COE) and deputy, while the Principal serves as the Superintendent of Examinations (SOE) in the Examination Cell. The smooth and reliable administration of the college's internal and university exams falls under the purview of COE.

The process of internal assessment is conveyed to students and parents during the orientation program at the beginning of every academic year.

The schedule, guidelines, and final internal assessment results, among other pertinent information about the internal exams, are posted on the noticeboard for the students' awareness.

Within a week of the internal assessment tests, the faculty members review the student response scripts and provide feedback before sending them back to the students. To maintain transparency, the students are notified in advance of the evaluation procedure and the marks that will be awarded. In order to assist the students in improving their performance, the faculty discusses the typical approach to answering each question when the scripts for evaluation are distributed.

Grievance Redressal: Internal & External Examinations

In case of grievances in the internal assessment examinations, the issue will be handled by the concerned faculty as per the guidelines of the Examination Cell. Any matter that cannot be resolved at the COE level, is brought to the Principal. The Principal, in consultation with the concerned department will examine the matter in detail to initiate the necessary action.

If students have any grievance related to the university examinations, results, marks cards and certificates, they submit a written grievance to the University Liaison Officer in the admin office. The University Liaison Officer will submit the grievance to the concerned department in the University and will maintain a document of such grievances in the admin office as well. The liaison officer will follow up on the matter, keep the student informed of the progress and resolve the same within a stipulated period of time.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme and course objectives & outcomes are specified, conveyed to professors and students, and posted on the institution's website for each course it offers. The school combines the desired knowledge and skill goals listed in the course specifications and adheres to the Bangalore North University curriculum. For the initiatives they run, each department creates Programme Specific Outcomes (PSOs). Additionally, the university course modules include Programme Outcomes (POs) that outline the abilities, information, and characteristics that a student should possess upon completing the programme. Koshys Institute of Management Studies follows Outcome Based Education (OBE) as per the HEI policy.

The Course outcomes and Program outcomes are well stated and communicated to all stakeholders of the institution as follows:

- **The course coordinator of the relevant course frames the course outcomes. The HOD closely examines these COs. Prior to the start of classes, the CO-PO mapping is completed, and the relevant HODs provide their approval.**

- **All students are informed about the course outcomes during regular lessons and can access the curriculum and scheme. The course materials for each subject are also available in the WhatsApp class groups.**

- **The institutional website displays the Programme Outcomes, Programme Specific Outcomes and Programme Educational Objectives.**

- **Classrooms, labs and departmental hallways display the Programme Outcomes and Programme Specific Outcomes.**

The following table shows the dissemination of POs among Internal and external Stakeholders of the institution.

Stakeholders	Published at	Dissemination Methods
Internal Stakeholders	**Institute Website**	**Department Meetings**

	www.kimsbengaluru.edu.in	Workshops
Management, Principal, HOD,	**News Letter**	**Seminars, Conference**
Faculty, Students &		**Faculty Development Program**
Non-Teaching staff	**Department Notice Boards**	**Training Program, emails**
	Classrooms	
	Laboratories	
	Display Boards	
	Faculty Cabins	
	HOD Chambers	
External Stakeholders	**Institute Website**	**Parent - Teachers Meeting**
(Parents, Alumni,		
Employers, Professional		
Bodies,		
Industry.	**www.kimsbengaluru.edu.in**	**Alumni Meetings**
		e-Mails

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

For every programme and course that KIMS offers, the Programme Specific and Course Outcomes are made very clear. The relevant competences and performance metrics are determined by the course instructor. Performance indicators, which may be evaluated through mapping with the use of suitable testing instruments, are the instructor's expectations for the students' achievement of the outcomes.

Written Mode:

- **Internal tests and Semester Examinations**

- **Quiz**

- **Assignments / Reports**

- **Case studies / Dissertations**

- **Comprehensive Viva**

Oral Mode:

- **Viva-Voce**

- **Reading Skills**

- **Seminars**

Practical Mode:

- **Laboratory Experiments / Programming**

- **Designing / Poster**

- **PowerPoint Presentation / Model Internship**

Attainment of Programme Outcomes

- **Programme-specific learning outcomes are framed by all the departments.**

- **Under each programme, the list of courses articulates their Course Outcomes.**

- **To assess the attainment of Programme Outcomes, feedback on the courses are obtained from the course instructors, students, industrialists, parents and alumni.**

Attainment of COs is measured using the Direct Assessment Method.

The direct method of assessment is based on the performance of the student in the Continuous Internal Assessment and End Semester Examination through different testing components.

Procedure followed for PO attainment:

Direct Method:

1.The average CO attainment of all the COs defined in the course is calculated using IA, SEE and course-end survey.

2.CO-PO and CO-PSO mapping of the course and PO/PSO wise mapping average are considered.

3. Then PO/PSO attainment of the course will be calculated using the formula given below.

PO/PSO Attainment= (Average CO-PO or CO-PSO mapping X Average CO attainment of Course)/(Number of attainment levels)

Number of Attainment levels = 3

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 83.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
396	410	366	274	185

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

2022-23	2021-22	2020-21	2019-20	2018-19
461	499	434	331	230

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.32

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Koshys Institute of Management Studies encourages students to absorb current knowledge and also provides a platform to create new knowledge and Ideas.

Objectives:

- To create effective links between academia and industry to develop an intensive economy.
- To build entrepreneurial education to take up viable and feasible start-up ventures.

Research Cell:

The purpose of the Research Cell is to inspire and carry out research projects for instructors and students. Bengaluru North University's Department of Management is a recognised research centre. Six

knowledgeable individuals from various reputable colleges and businesses make up the Research Advisory Board, which is tasked with giving guidance for the expansion and advancement of research. The Research Cell is responsible for finding new research topics and creating projects that support conference proceedings and publishing in national and international journals. In the field of innovation and research, the Research Cell hosts a variety of seminars and workshops.

Year-wise Events under research cell

Year	2022-23	2021-22	2020-21	2019-20	2018-19
No: of events	1	3	2	1	1

IPR Cell

The purpose of the IPR Cell is to give academics, students, and research researchers a forum for exchanging ideas and discussing the most recent advancements and applications, as well as practical exposure and support for the patent filing process. The objectives of IPR Cell are to educate academics and students on IPR protection information, resources, and facilities; to complete patent applications and other IPRs, such as copyright and design registration through the IPR Cell; and to obtain the required permissions from the appropriate authorities.

The National Intellectual Property Awareness Mission (NIPAM), which was organised by the Indian government in conjunction with RGNIIPM on September 16, 2022, to raise awareness of intellectual property rights (IPR) in honour of the country's 75th anniversary of independence, was something that Koshy's Institute of Management Studies took part in.

1. Application: 202041037106

Application Type-Ordinary application

Date of Filing: 28/08/2020

Published Date: 04/03/2022

Field of invention: Electrical

Title of invention: An apparatus and a method for water body aeration

1. Application: 202141020823

Application Type-Ordinary application

Date of Filing: 07/05/2021

Published Date: 11/06/2021

Field of invention: Computer Science

Title of Invention: System for Mental Health Detection through text-emoji communication internet activities using Machine Learning

Year-wise Events under IPR cell

Year	2022-23	2021-22	2020-21	2019-20	2018-19
No: of events	2	1	7	1	1

Entrepreneurship Cell

The Entrepreneurship Cell hosts a number of seminars by aspiring and seasoned business owners regarding the realities of launching a business as well as the obstacles and difficulties they encounter along the way. The cell encourages creative thinking and assists students in obtaining funding to implement their ideas. With a focus on leveraging the potential of business, students' creative problem-solving abilities and entrepreneurial mindset, and the promotion of strong intra- and inter-institutional partnerships with various stakeholders, the policy seeks to streamline and strengthen the innovation and entrepreneurial ecosystem on campus.

Year-wise Events ED cell

Year	2022-23	2021-22	2020-21	2019-20	2018-19
No: of events	3	3	16	4	0

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	05	07	03	02

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	09	06	01	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	00	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Koshys Institute of Management Studies hosts a number of outreach events to raise awareness of community needs among students and the institute's surrounding neighbourhood. Our college's students actively engaged in social service projects that aided in their overall growth. The National Cadet Corps Units and the National Service Scheme are efficiently managed by the college. The college carries out a range of outreach initiatives in the local community such as:

Academic year 2018-19

In addition to providing basic English and communication skills and adopting a government model primary school, the Koshys Institute of Management Studies NSS unit also contributed bookcases for the school library. The NSS students performed a medical examination at the RVM Foundation Transit Home in the village of Chikkagubbi. A blood donation camp was held by the institution's NSS branch in collaboration with Kidwai Memorial Institute of Oncology.

Academic year 2019-20

Students from Sathanur Government School can participate in Creative Learning Skills thanks to an initiative organised by Koshy's Institute of Management Studies NSS unit. Additionally, the students gave sports equipment to the Kadusonnapanahalli Government Primary School. A blood donation camp was held by the institution's NSS branch in collaboration with the Indira Gandhi Institute of Child Health.

Academic year 2020-21

The Koshys Institute of Management Studies' NSS team has arranged an internet awareness campaign on gender equality, AIDS, social responsibility, and organ donation. A walkathon was held to raise awareness of traffic signals, road safety, Swachh Bharath and the negative effects of smoke. Additionally, the NSS students visited the Infant Jesus Children's Home and provided some vital necessities. Under the Save Life initiative, the institution's NSS wing has held blood donation drives.

Academic year 2021-22

The 08 Karnataka Battalion, HQ 'B' Group NCC students went to DPS, North Bangalore for a camp as part of the Unity and Discipline programme. Additionally, the NSS students visited and gave necessary supplies to Little Sisters of the Poor and Old Age Home, Preethi Sadan Children's Home and Nirmala Shishu Bhavan. A walkathon was held in support of the Only One Earth: Living Sustainability with Nature initiative to raise awareness of environmental issues. Under the initiative "Be the reason for someone's heartbeat," the institution's NSS and NCC wings have organised blood donation drives in collaboration with Indira Gandhi Child Health Care, the Red Cross Society and the Lion's Club in Sanjay Nagar.

Academic year 2022-23

In an effort to educate the public, the NSS unit has held a number of events on National Youth Day, Global Recycling Day, and Cancer Awareness Day. To raise awareness about environmental degradation, Koshys Institute of Management Studies NSS students organised a walkathon. The NSS students have visited elderly homes and orphanages, providing some basic necessities for them. In collaboration with the Indian Red Cross and Lion's Club, the institution's NSS and NCC branch has organised blood drives and given 254 units of blood. Students in the National Cadet Corps have completed training camps and passed the exams for certificates B and C.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Koshys Institute of Management Studies has been at the forefront of raising student awareness of social issues through outreach initiatives.

For the local government schools, the NSS has run a number of skill-development initiatives, including computer literacy, legal literacy, and communicative English lessons. The organisation has also organised plantation drives, online and offline competitions, and speeches by renowned speakers on the green environment in an effort to promote the idea of environmental preservation and conservation. Several walkathons were organised to increase public awareness of AIDS, driving while intoxicated, and traffic laws. For the good of society, the institution's NSS wing has organised blood donation drives in collaboration with hospitals. The Indian Armed Forces' youth wing, the National Cadet Corps (NCC), uses a variety of programmes, such as residential training camps, to teach young people how to live a disciplined and socially responsible life. Koshys Institute of Management studies is frequently honoured with honours and recognition for its community outreach and extension initiatives.

Awards and recognitions in this area include:

Academic year 2022-23

An appreciation certificate for 254 units of blood donated was provided by the Red Cross, Lions Club and Indira Gandhi Institute of Child Health.

Letter of Appreciation from Infant Jesus Children's Home "Deena Nilaya" in Kothanur, Bangalore for contributing monthly groceries requirements for the home as well as daily necessities like food, toiletries, sanitary napkins, etc.

The Koshys Institute of Management Studies students were given a fire safety awareness programme, for which the Kannur Police Department expressed gratitude to the institute.

NCC Following their NCC exams, Koshys Institute of Management students were awarded certificates and ranks. Additionally, at the NCC Wing 8 Karnataka battalion's Throwball and Dodgeball competition held at the DPS North Branch in Bangalore, our children won first place and a medal.

Academic year 2021-22

A certificate of appreciation received from the Bangalore Lions Club for donating 212 units of blood.

A note of appreciation received from LITTLE SISTERS OF POOR for their monetary donation of

Rs. 6000 for the benefit of the elderly.

Little Flower Hospital acknowledged a certificate of appreciation for planning an AIDS awareness programme.

A note of gratitude received from Nirmala Shishu Bhavan for providing aid to children in need.

Academic year 2020-21

Little Flower Hospital's letter of appreciation received for planning the organ donation awareness programme, raising awareness of AIDS and highlighting the dangerous and lethal effects of tobacco use.

An appreciation letter received from a government-run elementary school for recognising the value of the English language.

Academic year 2019-20

The Government Model Primary School has sent a letter of appreciation for the donation of sports equipment.

Kidwai Memorial Institute of Oncology's Certificate of Appreciation received for gathering 162 Units of Blood.

Academic year 2018-19

A certificate of gratitude received from a government-model elementary school for imparting knowledge on communication skills.

A certificate received for the collection of blood units from Koshys Hospital in collaboration with Y'S MEN International.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	02	02	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 35

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The teaching and learning process is supported by well-equipped facilities at Koshy's Institute of Management Studies in Bengaluru. The land area of the college is 7.13 Acres.

Classrooms: Every Department has a dedicated, self-contained built-up area. There are 41 classrooms with projectors, whiteboards, and appropriate lighting and ventilation. There are 1596 square metre of carpet. The college features three seminar halls with a combined carpet size of 480.16 square metre that are used for holding national and international conferences.

Laboratories: Our Institute is equipped with four computer labs that have been upgraded. Two of the labs are designated for the BCA department, one for the BVA department, and one for the BA department. For every 2235 pupils, the information technology department has 255 computers.

Centre for Learning Resources (LRC): Our institute includes a well-stocked library in the academic block. The books are organized by department. Reference books can be read or consulted by up to 150 users at once in the reading area. More than 10,000 books, 2899 titles, 200 CDs, 1020 project reports, 34 journals, 5 periodicals, and 9 newspapers are available in the library. The J-GATE and DELNET online databases are available to users of the college library.

Digital Database and Network: The following are the main characteristics of the information retrieval system in libraries that facilitate information exchange through sustainability and interoperability

Giving users access to J-Gate's online database and Delnet.

Institutional access to the British Library Database's N D L The campus has Wi-Fi and e-journals

that make learning resources easily accessible.

The internet connection bandwidth offered by our institution is 1024 MBPS. A 1 GBPS network connects to each computer lab. Only at the switching level is the network access list limited to the corresponding LANs. Every access point has 2.4/5.0 GHz bandwidth and can accommodate more than 100 users at once. A centralised access controller 2 Cyber Security ensures Wi-Fi connectivity. Quantum Spark Security 1800 provides firewall security.

Transportation: For its transportation needs, the Institute owns a total of 02 automobiles, 1 ambulance, and 06 buses.

Cultural Events and Activities: The Institute features a cultural club that plans a range of cultural events and activities for the students, fostering close bonds between the students and staff. The club hosts events that are both intra - and intercultural.

SPORTS Activities: The director of physical education oversees the college's sports club. On college campuses, a large playground is accessible for outdoor sports like football, volleyball, basketball, cricket, and kabaddi. On the college campus, students have access to indoor game facilities for sports including badminton, table tennis, chess, carom, etc.

Gym and Yoga Centre: There is a well-equipped gym at the campus for both boys and girls. The gym has enough space to hold a lot of students at once.
Under the guidance of the Physical Education Director and Yoga Instructor, yoga is practiced in the campus's open theatre. Regular yoga classes are held in accordance with the department schedule.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 1.69

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.55	8.72	10.21	3.47	17.29

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

With the help of Libsoft version 12.0.0, the Koshys Institute of Management Studies library is now completely automated as of 2018. The 149.5.5 square foot (2365 square foot) library accommodates 150 members' dining needs. With 10,000 books, 2899 titles , 200 CDs ,1020 project reports , 34 Journals , 5 periodicals and magazines, 9 newspapers & e-resources, encyclopedias, databases, back volumes, CDs/DVDs, project reports, career guidance and placement manuals, and question banks from Bangalore North University, the library boasts an extensive variety of academic resources. The library was built by the university in accordance with AICTE guidelines, and it is well-stocked with volumes on a wide range of subjects relevant to business, management, computer science, humanities, and other related topics. On the open shelves, books are arranged by subject and department to provide effortless access and speedy retrieval. The library has a significant collection of books, journals, e-books, e-journals, secondary sources, databases, digital data archival and manuscript collections, digital primary sources to support the curricular and research needs of all the departments and to support the teaching staff and research scholars of the Institute.

Digital Databases and Network

? The library is fully automated along with the installation of the Integrated Library Management System, Lib soft Version 12.0.0 in 2018.

? 11 computers with internet connectivity are available in the library to access e-resources.

? Students can access the E-resources through DELNET and J-GATE.

? The institution has installed the Web OPAC (Online Public Access Catalog) and integrated its link into the institution's website.

? The library has institutional membership in National Digital Library, British Library and IIMB Bangalore Library.

? E-resources of the library are accessible 24x7 anywhere on campus (IP based http://103.42.73.251:8082/remote access.

? Book Bank Scheme: Textbooks are issued to the SC/ST and students from low-income families.

? Reprographic facilities: Printing and photocopying is available to faculty, staff, and students.

? The library conducts a Book Exhibition by inviting local approved vendors/distributors.

? Library e-resources Access (IP based access and Remote access facilities).

? The library conducts a Book Exhibition by inviting local approved vendors/distributors and various prestigious publishers to inculcate reading habit among the students and faculty members.

? Our college library has Rare Book collection of 58 volumes, 30 volumes of The Encyclopedia Americana, it has 20 Volumes of "The Book of Knowledge".

? The library constantly disseminates information regarding the facilities and programs on the institutional website. The library staff conducts orientation on library resources and usage to the students and faculty.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

In order to meet the institution's expanding technology needs, Koshys Institute of Management Studies in Bengaluru has well-equipped labs, digital libraries, and well-ventilated, large classrooms. Every academic year, the IT facilities are evaluated based on course requirements for replacement and upgrading. The institute regularly upgrades the internet bandwidth since it evaluates the demands and requirements for IT nowadays.

IT FACILITY SPECIFICATION

ACDEMIC YEAR	STUDENT STRENGTH	IT FACILITY SPECIFICATION	QUANTITY
		Computers	255
		Projectors	47
2022-2023	2235	Printers	26
		UPS	1
		CCTV	42
		Scanners	4
		Firewalls switch	1
		Routers	33
		Access points	56

1. **LAN and Wi-Fi**

- **The entire network is managed by structured network cabling. The campus is connected via a 1 Gbps LAN, and 10 Gbps fibre serves as the backbone.**

- **Every computer lab is linked to a 1 Gbps network, with access lists limited to their individual local areas solely at the switching level.**

- **Every access point has bandwidth of 2.4/5.0 GHz and can serve more than 100 concurrent**

users.

- **A centralised access controller's access points guarantee Wi-Fi connectivity.**

1. Cyber Security

- **Quantum Spark Security 1800 provides firewall security. Quota management and bandwidth at the application level are planned.**

- **Content filter, AV scanning, and intrusion prevention in gateway mode Users can connect to the internet using authentication.**

- **Various user groups are allocated various group-based security policies to guarantee that no threats are accepted.**

- **It is intended to integrate the Synchronized Security feature at the client level. Hardware is purchased and installed, including computing devices, computer peripherals, networking equipment, biometric devices, telecommunication equipment, mass media streaming devices and other items. It is possible to use both open-source and licensed software.**

1. IT Facilities Updating

- **The firewall has been upgraded from FORTIGATE 200 to Quantum spark security 1800 APPLICANCES.**

- **The Licensed video conferencing system is available.**

- **Number of Wi-Fi devices has been increased from 52 to 56.**

- **The number of LCD projectors has been enhanced from 35 to 44.**

- **The Wi-Fi speed is upgraded from 250 MBPS – 1024 MBPS File description documents.**

Over all Technology up gradation

	Total computers	Computer labs	Internet	Browsing centers	Computer centers	Officedepartments	others
Existing	**180**	**2**	**250MBPS**	**2**	**2**	**38**	**18**
Added	**75**	**01**	**774 MBPS**	**1**	**1**	**Nil**	**Nil**
Total	**255**	**3**	**1024 MBPS**	**3**	**3**	**38**	**18**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 8.71

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

Response: 255

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.39	7.75	21.21	26.96	24.58

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 28.42

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
590	503	459	271	320

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 17.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	224	224	107	225

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 23.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	100	67	37	52

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

2022-23	2021-22	2020-21	2019-20	2018-19
461	449	434	331	230

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	01	03	01

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	15	0	3	8

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	4	2	3	2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association

The Alumni Association of Koshy's Institute of Management Studies College meticulously organized the "ALUMNI MEET 2022" on December 24th, 2022, at the institute's auditorium. This grand event was not only a reunion but also an opportunity to facilitate, consolidate, and coordinate alumni activities. It provided a vibrant platform for former students to reconnect, reminisce, and celebrate their success and achievements.

As the clock struck 2:00 p.m., alumni began arriving at the college, greeted warmly by the registration team. They were invited to fill out registration forms, signifying their participation in the event. The programme commenced with a soulful Invocation song, setting the tone for the evening, followed by the ceremonial Lighting of the Lamp. Mr. Abdul Mafeen, the President of the Alumni Association, then delivered a warm welcome address, expressing gratitude for everyone's presence. The meeting was graced by the esteemed presence of the Academic Director, Dr. Prakash B Nayak, and the distinguished Chief Guest, Dr. Sara Kunnath, a Post Doctoral Fellow from IISc, adding to the event's significance and prestige.

During the interaction session with the alumni, engaging discussions took place on various topics. Ideas were exchanged regarding plans to incorporate different batches into the alumni network and strategies to update the association's database effectively. Additionally, there was a proposal to conduct an employer survey to gather valuable feedback aimed at enhancing the institute's placement efforts and better serving its students.

The alumni took this opportunity to connect with current students, sharing valuable insights and offering motivational talks on preparing for higher studies and navigating the complexities of the job market. Students eagerly posed questions about placements and career paths, and the alumni graciously shared their experiences, providing invaluable guidance and encouragement.

As the event drew to a close, Dr. SudarKodi, the faculty coordinator, delivered a heartfelt Vote of Thanks, expressing gratitude to the organizers, alumni members, and the management of Koshy's Institute for their unwavering support and guidance. Their collective efforts significantly contributed to the resounding success of the Alumni Meet 2022.

The Alumni Meet 2022 was not just a gathering; it was a testament to the enduring bonds within the Koshy's Institute community and the ongoing support network provided by its alumni. Through such initiatives, the institute fosters a culture of continuous learning, growth, and collaboration, ensuring that both current students and alumni are empowered to achieve their aspirations and make a positive impact in their respective fields.

This event provided a valuable platform for networking, sharing experiences, and fostering meaningful connections that will continue to benefit both the alumni community and the institute as a whole. Looking ahead, the institution is committed to strengthening these ties further and creating even more opportunities for lifelong learning, professional development, and mutual support among the alumni and current students alike.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Institutional Vision and Leadership Response

Vision:

Striving continuously for excellence in Management education with global leadership qualities and entrepreneurial skills.

Mission

- Impart the value-based Management education.

- Adopting modern technology and innovative teaching methodology.

- Imparting interpersonal skills, training and guidance for career success.

- Institute Industry link to meet global standard.

- Research, consultancy, and Professional ethics are the core competencies.

Quality Policy

Committed to promoting international standard in all our endeavours like academic   excellence, teaching-learning process, research and consultancy, equitable access.

Core Values

- Develop the Good Human Resource Practice to serve the nation.

- Recognize the talents of faculty as unifying activity.

- Nurture Integrity, creativity, and academic freedom as benchmarking.

- Respecting human values and selfless service as the Strength.

The Koshys Institute of Management, founded by the Koshys Education Trust in 2007, is deeply committed to delivering high-quality education in diverse fields such as Management, Commerce, Computer Science, Humanities, and Visual Arts. Our institution aligns its efforts with a clear vision and mission aimed at satisfying the needs of industry, society, and stakeholders.

At the heart of the decision-making process lies the Governing Council (GC), which serves as the highest authority within the institute. Comprising members carefully selected from various backgrounds, including the Board of Trust, nominated representatives from BNU, industry professionals, faculty members, and the Head of the Institute acting as the convener, the GC is constituted in accordance with the guidelines set forth by AICTE.

The GC plays a pivotal role in identifying the evolving needs of the institute and formulating comprehensive strategies to address them. Through a Strategic Perspective Plan, the GC provides a clear vision that guides the institution's growth and development. These strategies encompass various aspects such as academic excellence, infrastructure development, faculty recruitment, and the implementation of policies to achieve the institute's vision and mission.

In collaboration with the recommendations put forth by the GC, the Board of Trustees (BOT) provides the necessary support to realize the institute's objectives. This support includes the provision of infrastructure facilities, qualified faculty members, learning resources, and the formulation of policies aimed at enabling stakeholders to actively contribute to the fulfilment of the institution's goals.

Academic authority is delegated to the Head of the institution by the GC. The Academic Committee, which convenes regularly, discusses various academic and administrative matters, providing recommendations for approval by the GC. Additionally, the Internal Quality Assurance Cell (IQAC) ensures that academic standards are in line with our institution's vision and mission.

Department Heads play a crucial role in monitoring teaching-learning processes and departmental activities, aided by various committees and coordinators overseeing placements, projects, NAAC accreditation, sports, cultural events, examinations, IQAC initiatives, and more. Our faculty members actively engage in organizing workshops, seminars, industrial visits, webinars, conferences, as well as participating in NSS and NCC activities to enrich the learning experience.

Institutional Regulations and Policy Guidelines serve as the framework through which all academic, research, and administrative activities are administered and monitored. We strive to create a learner-centric environment equipped with the latest techniques and pedagogy to ensure effective knowledge dissemination and holistic student development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional Perspective Plan (2020 – 2030)

Through perspective planning 2020-2030, the institution has been able to set clear goals, decide on actions to achieve on those goals, and mobilize resources needed to implement actions. The perspective plan encompasses nine thrust areas: Student capability enhancement, faculty and staff development, research, collaborations and linkages, extension services, infrastructure development, resource mobilization and utilization, environmental concern through sustainable green initiatives, quality assurance and quality enhancement.

The Governing Council, the institution's apex decision-making body, plans, approves and monitors policies and evaluates the functioning of the institution. It meets twice a year.

The Managing Committee led by the Director takes care of the regular running of the institution and makes strategic decisions for the implementation of policies.

The director-academic is the leader of the college community and is responsible for all the academic and administrative tasks in the institution. He provides leadership, direction and coordination within the institution.

The Principal assists the Director in the academic and administrative matters of the institution.

The Heads of the Departments support the Principal in the execution of plans and supervise the smooth functioning of their respective departments. They strive to achieve goals in coordination with the faculty and distribute work equally among them.

The Controller of Examination is responsible for the effective conduct of internal and University exams while adhering to quality standards as per the university requirements.

The Office Manager works as the head of the administrative staff, guiding and coordinating the activities of the Administrative Office.

The Librarians ensure that the library provides efficient services for better learning outcomes.

The Physical Education Director leads the physical fitness, sports, games and athletic activities.

The Placement Officer ensures productive placement training and eventual job placements of students in reputed organizations.

IQAC, led by its Coordinator takes care of the development and application of quality benchmarks and parameters for various academic and administrative activities of the institution.

Functions of various Committees: The Head of the institution in consultation with the Academic Council constitute various committees to look after administrative and academic activities for smooth functioning of the institute. The faculties are the members, and member convener of various committees, meets periodically and make the appropriate decision as per the guidelines and policies for the effective functioning of the institute.

Recruitment and Service Rules

The institution has put in place clear guidelines and policies for employee recruitment and promotion

- All job vacancies are advertised through internal and external channels such as the institution's website, social media, employees' network and local newspapers.

- The faculty recruitment panel comprises the Principal, the Vice Principal, the Head of the Department and subject experts.

- The recruitment process consists of a demonstration class, panel interview and interview with the Managing Committee.

- The transparent process is aimed at recruiting the most competent, qualified and experienced individuals who would contribute positively and innovatively to the institution's development.

- Employee promotion to higher grades is governed by the institution's service rules and policies.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Enhancing Welfare Measures:

The institution has implemented a range of effective measures aimed at improving the welfare of both teaching and non-teaching staff, focusing on aspects such as health, efficiency, economic betterment, and social status. These initiatives are guided by a comprehensive Staff Welfare Policy that ensures fair and equitable treatment for all employees.

One significant aspect of the welfare measures is the provision of annual salary increments for all staff members. Moreover, faculty members receive special salary increments upon the completion of their Ph.D. degrees, recognizing their dedication to academic excellence and professional development. Additionally, employees benefit from being covered under the Employee's Provident Fund in accordance with prevailing government norms, ensuring financial security and stability for the future.

Furthermore, the institution extends certain privileges to the children of its employees by offering concessions in tuition fees, thereby easing the financial burden of education for staff members' families. Moreover, financial assistance and incentives are provided to faculty members who publish their research work in esteemed journals recognized by Scopus or the UGC. Faculty members participating in

conferences or Faculty Development Programmes (FDP) are eligible for reimbursement of registration fees, incentivizing their participation in academic events.

In addition to financial incentives, the institution also focuses on enhancing the overall well-being of its employees. Free refreshments are provided to staff members after the first two hours of classes and twice daily, promoting a conducive work environment and boosting morale. Moreover, staff quarters or accommodation are offered at concessional rates, ensuring affordable housing options for employees.

The institution emphasizes the importance of professional development and continuous learning for its staff members. Opportunities for attending seminars, conferences, and workshops are provided through the OOD (Out of Office Duty) facility, enabling employees to enhance their knowledge and skills.

Performance Appraisal System:

The institution has implemented a comprehensive performance appraisal system for both teaching and non-teaching staff members. This multi-level evaluation process involves self-appraisal as well as assessments by various levels of authority including the Head of Department (HOD), Principal, Academic Director, and Chairman.

Teaching staff members undergo a thorough self-appraisal process, wherein they evaluate their performance across three key categories. Category 1 assesses teaching effectiveness, innovative pedagogical methods, and curriculum enrichment, while Category 2 focuses on co-curricular and professional development activities. Category 3 evaluates behavioural attributes such as attendance, punctuality, and leadership skills.

Similarly, non-teaching staff members are evaluated based on their knowledge of rules and regulations, diligence, responsibility, and punctuality. Their self-appraisal form covers aspects like rule familiarity, willingness to take on additional responsibilities, creativity, and ethical conduct.

These self-appraisal forms serve as the basis for annual performance review meetings, where feedback from multiple perspectives is considered. Additionally, a 360-degree review involving institutional leaders ensures a comprehensive evaluation process, fostering a culture of growth, accountability, and excellence across the institution.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	26	21	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The main source of income for self-financed programmes at the university is fee collection. The financial resources are allocated with careful planning and budgeting to guarantee there is never a fund shortage. The entire institutional budget is produced at the start of the fiscal year to cover projected expenses, and it is presented for discussion and approval to the Management subcommittee on finance. The budget is approved under many headings, and there is room for reallocation if necessary. Major forums such as sports, culture, NCC, NSS, IQAC Administration, and departments must submit budget proposals for events slated for the upcoming academic year. Prior consent from the management is requested from the HoI for each spending. Budget proposals are encouraged in order to carry out worthwhile extracurricular, cocurricular, and curriculum programmes. Those expenditures are strictly monitored by college and management accountants. Proper bills/receipts/vouchers are to be submitted for every expenditure.

Resource Mobilization Policy:

The optimal utilization of funds is done as shown below:

- Adequate funds are utilized for the development and maintenance of the infrastructure of the

Institute towards upkeeping of the fixed assets, maintenance of classrooms, repairs & maintenance of laboratories, administrative etc.

- To conduct student activities like Induction-cum-Orientation Programs for the students, technical competitions, cultural activities, literary events, seminars, workshops, placements, study notes, study material printing etc. To conduct conferences, workshops, FDPs, training programs for staff etc., to ensure the quality education in the institute.

- University expenditure for Registration fees, Examination fees, etc.

- Funds are allocated to encourage research and development activities in the department and for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines. Purchases are made with the recommendations of the duly constituted Purchase Committee which includes the Director, Administrative officer, and head of the department.

- To maintain an environment-friendly campus with facilities for rainwater harvesting, waste management and solar plant.

Optimal utilization of resources:

The Institution ensures optimum utilization of its physical, financial and knowledge infrastructure and learning resources by making them available for students, faculty and staff of the college and other organizations conducting academic, co-curricular and extra-curricular activities.

Internal and External Audit

Internal audit of the institution is conducted by the internal auditors and daily accounts are maintained by the Accountant in Tally ERP. The statutory external audit is carried out and the annual financial statements are certified by Gemini Professional Services., Chartered Accountants. The institution's accountant stays in touch with the audit firm regarding receipts and payments and to comply with TDS, Tax, EPF, ESI and other statutory requirements.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

incremental improvement in various activities

Response:

To enhance the quality of the institution in all spheres, various quality assurance strategies are initiated by the IQAC of the institution. The IQAC encourages all the faculty members and supports them to participate in Orientation, refresher courses, Workshops, Seminars, and conferences related to the teacher-learning process and research. The IQAC also motivates Ph.D. holders among the teaching staff to serve as research guides for research scholars. The IQAC also provides a platform for the students to participate in Intra- College and Inter –College level debates, competitions, seminars etc. The IQAC has introduced several skill enhancement ability courses for various subjects and students are free to choose any one as per their will in the respective stream. The IQAC, under the Director's leadership, holds regular meetings with a set agenda. All IQAC members contribute suggestions for curriculum enhancement and effective implementation.

The IQAC's objective is to improve academic performance of the institution and promote measures for institutional functioning towards quality enhancement in Academic Environment, Teaching, and Learning Process, Curriculum and Evaluation Methods and Research environment in the institution.

Practice 1: The IQAC developed a FAB (Feedback, Analysis and Benchmarking model to initiate conscious, consistent, and catalytic action for achieving smooth academic and administrative performance. Feedback: At KIMS, the IQAC prioritizes quality enhancement by continuously gathering feedback from its stakeholders. This feedback, collected from employers, industry experts, and alumni, pertains to the curriculum, additional programs, and skill development initiatives. Such input is crucial as it offers valuable insights into the journey towards educational excellence.

Analysis: The IQAC undertakes thorough analysis of stakeholder feedback and pinpoints areas needing improvement. Moreover, the cell conducts regular administrative audits, and their valuable recommendations aid in devising quality enhancement strategies.

Benchmarking: Benchmarking is the major component of quality management at KIMS. IQAC sets up various benchmarks for the institution. Benchmarking has brought clarity on the process, set internal quality standards, and identified departmental and institutional goals for short and long-term durations.

Developing a Research Culture: IQAC has a consistent encouragement and motivation towards the faculty members to attend various international and national level conferences, seminars, workshops, and panel discussions. With the intention of developing a culture of research, the institution has allocated significant resources for training and support in research related activities. IQAC and Research cell have organized various training programs related to applying for research funded projects, FDPs on research methodologies, maintaining research quality, workshops on ICT tools, this has motivated faculty to delve more into research works and get it published in journals.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Equality

The Koshys Institute of Management Studies has been implementing initiatives to support gender parity and commemorate national and international holidays, celebrations, and events for the past five years. These programmes are crucial for encouraging diversity, increasing consciousness, and accelerating constructive social change. Here are a few instances of actions and projects that KIMS has undertaken:

Measures of Gender Equity:

Equal Pay Policy: KIMS has put in place measures to guarantee that all workers receive the same compensation for equal labour, regardless of gender, by taking into account each worker's qualifications and work history. This entails resolving any discrepancies found and carrying out frequent pay audits.

Gender Diversity in Leadership: Through mentorship programmes, leadership development initiatives, and focused recruitment efforts, KIMS actively encourages gender diversity in leadership roles.

Work-Life Balance Programmes: To assist employees in striking a balance between their personal and professional life, KIMS provides flexible work schedules, parental leave guidelines, and childcare assistance.

Gender Sensitization Training: To increase awareness of gender biases, stereotypes, and workplace harassment, KIMS holds training sessions and workshops. The goal of these initiatives is to foster a more courteous and inclusive workplace.
Committees on Diversity and Inclusion: To address concerns pertaining to gender equity, diversity, and inclusion, KIMS developed a committee on diversity and inclusion. These committees create plans, guidelines, and initiatives to advance diversity and gender equality throughout the company.

Celebration of National and International Commemorative Days, Events, and Festivals:

International Women's Day: To commemorate International Women's Day, KIMS hosts several workshops, panel discussions, seminars, and activities. These gatherings highlight women's accomplishments across a range of industries, gender equality, and women's empowerment.

International Men's Day: To promote awareness of men's health, positive male role models, and the significance of gender equality for both men and women, KIMS also observes International Men's Day.

World Mental Health Day: KIMS hosts workshops, awareness campaigns, and counselling sessions to support staff members' mental health and wellbeing.

Earth Day: To encourage sustainability and environmental care, KIMS observes Earth Day with events including planting trees, recycling trash, and running environmental awareness programmes.

These measures and initiatives demonstrate institutions' commitment to promoting gender equity, diversity, and inclusion while celebrating and commemorating significant national and international events and festivals. By fostering an inclusive and supportive environment, institutions contribute to building a more equitable and just society for all.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Koshys Institute of Management Studies recognizes the value of creating a welcoming atmosphere that celebrates socioeconomic, linguistic, cultural, and geographical diversity. These initiatives seek to raise awareness of students' and staff members' constitutional responsibilities as citizens while fostering tolerance, harmony, and understanding among them.

The following are a few institutional efforts in this area:

Policies Regarding Diversity and Inclusion: In order to demonstrate their dedication to creating an inclusive atmosphere, KIMS created extensive diversity and inclusion policies. These regulations also address discrimination, harassment, and prejudice and include provisions for fostering harmony, tolerance, and understanding between people from diverse backgrounds.

Cultural and Diversity Awareness Programs: To recognise and encourage cultural diversity, KIMS hosts intercultural exchange programmes, diversity awareness seminars, and cultural festivals. These initiatives promote respect and appreciation for one another by giving staff members and students the chance to learn about many cultures, traditions, languages, and customs. All of the UG and PG Departments also host panel discussions, invite special guests to speak, and exhibit films or documentaries that emphasise the value of diversity and inclusion.

Language and Communication Initiatives: To accommodate students and staff from a variety of linguistic backgrounds, KIMS offers language classes and multilingual communication resources. The institution acknowledges the importance of linguistic diversity. Additionally, KIMS works to establish a welcoming communication space where people can express themselves in their preferred tongue without worrying about prejudice or marginalisation.

Community Outreach and Engagement: To advance social cohesion, economic empowerment, and community development, institutions interact with stakeholders and local communities. To alleviate socioeconomic inequities and advance inclusivity, this may entail volunteering for social causes, collaborating with neighbourhood organisations, and sponsoring neighbourhood projects.

Constitutional Education and Citizenship Awareness: Curriculum and extracurricular activities at institutions incorporate programmes for citizenship awareness and constitutional education. The purpose of these programmes is to teach staff members and students about their constitutionally guaranteed rights, obligations, and responsibilities as citizens. Values like democracy, equality, justice, and human rights are emphasised, and both staff members and students are urged to get involved in community service projects and civic involvement.

Advocacy and Implementation of Policies: In order to remove structural barriers and advance equality of opportunity, KIMS promotes inclusive policies and practices at the institutional, municipal, and national levels. In order to support access and representation for underrepresented groups, this may entail enacting affirmative action policies, researching diversity and inclusion concerns and campaigning for legislative changes. These institutional actions and efforts are vital in fostering an inclusive atmosphere that encourages harmony, understanding and tolerance while making staff and students aware of their civic duties as stipulated by the constitution. Institution help to create a more just and cohesive society by valuing diversity and encouraging inclusivity.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title of the practice: Vastiva- Student Skill Enhancement

KIMS-Vastiva organizes skill enhancement programs like NSDC, add-on programs, and certificate courses, opening a variety of pathways for students to explore their ideas and enhance their core abilities. Additionally, it provides MBA students with opportunities to deepen their entrepreneurial skills.

Objectives of the practice:

- **The primary objective is to enhance students' skills in specific areas or industries, thereby increasing their employability and ability to contribute effectively in their chosen field.**

- **To ensure the alignment of the taught skills with the requirements of the industry and current trends. This approach allows students to remain competitive and relevant in the job market.**

- **Provide students with recognized certificates upon completion of the program, validating their acquired skills and enhancing their credibility to potential employers.**

- **Offer practical, hands-on training to students, allowing them to apply theoretical knowledge**

in real-world scenarios and develop a deeper understanding of the subject matter.

- Enable students to progress in their careers by acquiring new skills or enhancing existing ones, opening opportunities for promotions, salary raises, or career transitions.

The Context:

- Facilitate opportunities for students to network with professionals, mentors, and industry experts, fostering valuable connections that can lead to internships, job placements, or mentorship opportunities.

- Equip students with entrepreneurial skills and mindset, encouraging them to explore and pursue innovative ventures or start their own businesses.

- Instil a culture of lifelong learning among students, encouraging them to continually update their skills and adapt to evolving industry demands throughout their careers.

- Focus not only on technical skills but also on soft skills such as communication, teamwork, problem-solving, and leadership, which are essential for overall professional success.

- Ensure that the programs are accessible to students from diverse backgrounds, including those from rural areas or underprivileged communities, by offering flexible scheduling, online options, or financial assistance where possible.

The Practice:

- Collaborating with industry partners to design curriculum, provide internships, or offer guest lectures ensures that the programs are relevant and meet industry standards.

- Providing opportunities for students to gain practical experience through internships or cooperative education programs allows them to apply classroom learning in real-world settings.

- Incorporating hands-on projects into coursework enables students to develop practical skills while working on real problems or scenarios.

- Pairing students with mentors from industry or alumni networks provides valuable guidance and support as students navigate their academic and career paths.

Evidence for success:

- Tracking the employment rates of program graduates provide evidence of how well the skills taught in the program align with industry demands. Higher employment rates and quicker job placements for our graduates indicate the program's success in enhancing students' employability.

- **Gathering feedback from employers who have hired program graduates can provide insights into the relevance and effectiveness of the skills acquired. Positive feedback, including commendations for the graduates' preparedness and performance, serves as evidence of the program's success.**

- **Highlighting success stories of alumni who have excelled in their careers after completing the program can serve as compelling evidence of the program's impact. Alumni testimonials, highlighting how the skills learned in the program contributed to their professional success, can be powerful indicators of program effectiveness.**

Problem encountered and resources required:

- **Engaging students and maintaining their motivation throughout the program poses a challenge, especially when the content seems overly theoretical or lacks connection to real-world applications.**

- **Challenges in effectively assessing and evaluating students' skill development, particularly in terms of measuring soft skills such as communication, teamwork, and problem-solving.**

To address these challenges, we take proactive measures. These include investing in resources, updating the curriculum, fostering student engagement, promoting inclusivity, and strengthening partnerships with industry and community stakeholders.

Best Practice-2

Title of the practice: Institutional Social Responsibility at KIMS

To instil in the students a feeling of social consciousness and to prepare them to be responsible citizens in times of need, regardless of their cultural, ethnic, or racial background, KIMS organizes a variety of community service events like Vanamohathsav, medical camps, blood drives, and vaccine drives.

Objectives of the practice:

- **Engage with local communities to understand their needs and contribute to their development through various initiatives, including education, healthcare, infrastructure, and environmental conservation.**

- **Promote environmental sustainability by implementing eco-friendly practices, reducing carbon footprint, conserving natural resources, and supporting initiatives for biodiversity conservation and climate action.**

- **The primary objective is to promote health and well-being within the community by providing essential healthcare services such as medical check-ups, vaccinations, and blood donation opportunities.**

The Context:

- **Engaging in community service initiatives fosters trust and goodwill between the institution and the community it serves.**

- **By demonstrating a commitment to addressing community needs and improving quality of life, institutions strengthen the relationship with residents.**

- **Participating in ISR activities fulfils the institution's corporate social responsibility (CSR) obligations and demonstrates its commitment to being a responsible corporate citizen.**

The Practice:

- **Collaborating with local healthcare organizations, government agencies, non-profit organizations, and community leaders help in leverage resources, expertise, and networks to organize and promote ISR activities effectively.**

- **Conducting a thorough needs assessment of the target community to identify healthcare gaps, prevalent diseases, vaccination coverage, and blood supply needs helps tailor ISR initiatives to address specific community health needs.**

- **Collecting data on the number of beneficiaries served, services provided, vaccines administered, blood units collected, and health outcomes achieved allows for evaluation of the impact and effectiveness of ISR initiatives.**

Evidence for success:

- **Collect data on the number of individuals who attended the medical camps, donated blood, or received vaccinations.**

- **Assess the extent to which ISR activities address disparities and contribute to equitable access to healthcare services among underserved populations.**

- **Document media coverage of ISR activities, including articles, or social media posts, which provide external validation and visibility for the institution's efforts.**

Problem encountered and resources required:

- **Difficulty in engaging and mobilizing community members to participate in ISR activities due to lack of awareness, competing priorities, cultural barriers, or distrust of institutions.**

- **Access barriers such as geographic remoteness, language barriers and cultural sensitivities were also few challenges faced by the students while reaching marginalized populations.**

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introduction: -

KIMS ensures to impart quality education to all its students to enhance their intellectual ability and tries to nurture their talents. Its primary goal is to provide intellectual empowerment for our next generation, as demonstrated by the achievements of a few students. Faculty members participate in seminars, Faculty Career Development Initiatives (FDPs), virtual simulations, and periodic training in new technologies to continuously improve their knowledge and expertise.

Areas of Priority and Thrust: -

1. **KIMS conducts multitude of activities to develop the academic and overall personality of the student, making him a socially responsible citizen.**

2. **In order to promote entrepreneurship among students, the College has constituted an Entrepreneurial Development Cell.**

3. **For promoting research knowledge, the college has established the Research Cell. It organizes sessions on how to write research papers, where experts are called to guide the students**

4. **The Alumni Committee of the College has organized online interactive sessions with executives from different fields in order to provide the students with a broad perspective of various career opportunities.**

5. **The college also tries to enrich the student's cultural activities and in games and sports. The college shapes the learners into better citizens enriched with self-confidence, perseverance, patriotism, and humanity.**

6. The college organizes 'Blood Donation and Health Check-Up Camps' not only for the students and staff but local youth clubs, hospitals and people also benefited from it.

7. The college has signed an official MoU with various research institutes and companies to inculcate the universal values of peace, love, liberty, fraternity, non-violence and compassion among our students.

8. The college has a spacious and well-equipped ground with all gymnastic equipment. It is open for every youth of the KIMS at free of cost. Hundreds of students are benefitted from the college infrastructure.

9. Apart from the normal syllabus in the various courses, students are provided with Add-on courses to enhance their employable skills.

10. The NSS unit of the College is quite active throughout the year organizing various outreach programs like blood donation, cleanliness drives, tree plantation drives, etc., in addition to a 10-day camp in the outskirts of Bengaluru to render service to the local community.

11. In order to promote a sense of belonging and pride about our national culture, committees are formed, in which activities are conducted that bring out the rich heritage of our country.

12. KIMS, monthly magazine has been launched to highlight the various ISR activities conducted by the College.

13. Whenever there is any natural calamity striking any part of the country, various courses and committees of the College come forward to mobilize resources and reach it to the affected areas.

14. Financial: Financial transactions are executed through cashless mode. Monetary benefits availed by the students like scholarships are disbursed through banks. Effective and efficient use of financial resources is monitored by the Governing Body.

15. Academic: CCTVs are installed in every classroom which provides a system to monitor the proper holding of classes by the Principal and the Academic In-charge/ Vice Principal on a day-to-day basis.

16. Administrative: Transparency in administration is ensured through proper displaying of circulars in the office and departmental notice boards, college website and circulation through official WhatsApp groups, administered through IQAC.

1. Splash - Music and Quiz Competition: - A musical competition encourages students to sing, dance and play musical instruments and entertain the audience with their talents. A Quiz competition framed to encourage all the students to sharpen their thinking abilities and gain knowledge.

2. CSR: - Koshys Institute of Management Studies, Bengaluru takes up initiatives to show its

responsibility towards betterment of society. Under this policy, KIMS conducts CSR activities on a monthly basis to support and uplift the talents.

3. **Intercollegiate Fest:** Allows the students to participate at the state level competitions and compete with other college students.

4. **Independence & Republic Day celebration: -** Includes events related to patriotism, national integrity etc.

1. **Books Fairs cum Exhibitions: -** The College has organized Book Fairs cum Exhibitions to make quality learning resources available at maximum discounted rates to students and also enrich the library.

2. **Job Fair: -** The College has organized a Job Fair 'Job Mela' for its own students as well as for students from other colleges of the district and other youth of the area. The College has made a large base of its stakeholders and partners.

3. **KIMS Clubs:** The College has inaugurated the following clubs

1. **Management Club - Gyaan -** Management Club is a forum of the students of Business Administration. The students are provided opportunities to develop the managerial and administrative skills through presentations, industry visits, seminars, competitions and lectures.

2. **ECO Club -** Eco clubs in college will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior.

3. **Airside Club -** Aviation Club focuses on the many aspects of aviation and serves to inspire and expose students to pursue post-secondary education and careers in the field of aviation.

4. **Women's Club -** The main aim of the club is to offer awareness programs, seminars and workshops for female gender to empower and advance their development as individuals in their own right and to create a counseling environment for female gender to share their problems.

5. **IT Club -** The IT club provides students with opportunities to discuss and learn about various IT innovations outside the classroom in order to create a greater appreciation for and understanding of technology.

6. **Business Club -** The main purpose of the Business Club formed in the college is to promote practical skills of students in the field of business education.

7. **Language Club/Literary Club -** Literary club aims to develop creative skills in students. It

offers opportunities to appreciate different types of literature and increase their own literary skills. Club members meet to discuss books and the craft of writing.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The college continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Efforts have been made to meet the needs of students' classrooms by constructing new buildings.

Concluding Remarks :

By fulfilling our vision mission, our college has been on the path to improve the quality of education since its inception by leveraging small and collective effort. It was more about identifying our weaknesses and finding ways to overcome them as possible based on the report of the NAAC peer team.

Our future focus:

- **Strengthen Stakeholder Engagement**:
- **Focus on Continuous Improvement**:
- **Enhance Training and Development**:
- **Expand Global Collaborations**:

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :04 Remark : As per clarification received from HEI, exluding multiple counting of the same course,and excluding the courses which are part of the regular university curriculum during the last five years, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1607	1479	1224	952	521 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
533	369	276	217	151	 Remark : As per clarification received from HEI, and changes done according to the above related metric id. 1.2.1, thus DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 870 Answer after DVV Verification: 533 Remark : As per clarification received from HEI, thus DVV input is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: D. Feedback collected

Remark : As per supporting documents provided, thus DVV input is recommended.

3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>8.35</td><td>0.76</td><td>1.5</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : As per clarification received from HEI, and grants for the research projects / endowments in the institution to be considered, thus DVV input is recommended.
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>6</td><td>7</td><td>25</td><td>6</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>03</td><td>05</td><td>07</td><td>03</td><td>02</td></tr></table> Remark : As per clarification received from HEI, and workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise only to be considered, thus DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise**

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	10	6	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	09	06	01	00

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	67	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	00	00	00

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	19	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

01	03	02	02	01

Remark : As per clarification received from HEI, and only extension and outreach Programs conducted in collaboration with community, only to be considered, thus DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification : Answer After DVV Verification :35 Remark : As per clarification received from HEI, and only functional MOUs to be considered, thus DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

4.4.1.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
222.82	90.13	61.36	64.01	56.77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30.39	7.75	21.21	26.96	24.58

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
364	260	169	84	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
195	100	67	37	52

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
461	449	434	331	230

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
461	449	434	331	230

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	3	2	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, and financial support of less than Rs 5000 per faculty per year should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

0	0	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	26	21	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	26	21	19

Remark : As per clarification received from HEI, and proper supporting documents are not provided, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1181.1</td><td>733.12</td><td>545.29</td><td>702.06</td><td>390.11</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1089.33</td><td>699.86</td><td>509.72</td><td>666.08</td><td>372.55</td></tr></table>