



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST FRANCIS DE SALES COLLEGE

ST. FRANCIS DE SALES COLLEGE HEBBAGODI, ELECTRONIC CITY

BENGALURU

560100

www.sfscollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Francis de Sales (SFS) College is manned by the Missionaries of St. Francis de Sales (*MSFS*) of South West India Province, who firmly believe that *'the education of the heart is the heart of education'* hailed by its founder **Fr. Peter Marie Mermier**. The MSFS Fathers have nearly two centuries of experience and expertise in imparting quality higher education in every continent of the world. The MSFS Fathers of the South West Province comes under the Karnataka Fransalian Society (KFS). The KFS has formed a trust named **St. Francis Sales Educational and Charitable Trust** to run and operate St. Francis de Sales College and PG Centre.

The college is named after St. Francis de Sales, the patron of the Missionaries of St. Francis de Sales, who considered, knowledge as the eighth sacrament. We believe that true education is directed towards the formation of the human personality for the good of society. Hence, we aim to motivate the young to strive for excellence and to become integrated persons who willingly shoulder the responsibility for building a just and humane society. Thus, SFS College befits everyone's educational requirements, particularly of the backward classes and the less privileged sections of the rural belt of Hebbagodi in South Bangalore. The college aims at educating the first generation learners and guides them to excel in life.

SFS College came into existence in 2004 with the motto: ***Excellence, Transformation and Efficiency***. It is a **minority** recognized institution which is permanently affiliated to Bangalore University. The College was granted "A" grade by the NAAC in 2015. The **Postgraduate Centre** was added to the College in 2017. In the year 2018, the College obtained **2(f) and 12(b)** recognition under the UGC Act of 1965. **AICTE** approval was obtained in 2020 to begin regular MBA Program from 2020-21. The College is also an **ISO** certified institution.

Vision

VISION

To provide a centre of excellence for a holistic formation of the young who are capable of both transforming themselves and acting as catalysts of transformation in society so as to become the epitome of efficiency, mastering their life-situations and building a progressive and secular nation with an optimistic global outlook.

Mission

MISSION

- To impart quality higher education and to offer professional skills;
- To inculcate cultural and moral values towards the transformation of learning into positive behaviour of students.
- To foster faith in God, to motivate service-orientation and to strengthen humanism.
- To focus on innovative teaching and learning in a technology-enabled, inter-disciplinary environment.

Various **core values** are upheld in the College in order to provide an all-inclusive and holistic growth. All are expected to personalize these values in their lives during their association with the college. It includes Faith in God, Love of God and Neighbour, True Patriotism, Simplicity of Life, Foster Team Work, Respect for

Diversity, Quest for Knowledge, Respect for Faculty and Staff, Honesty, Truthfulness and Hard Work, Commitment to Quality and Campus Environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. The College has a well-defined Vision and Mission with a great deal of emphasis on human and ethical values, global perspective, social responsibility, national integration, environmental awareness and sustainable development. The college has students from seven countries and several Indian States.**
- 2. There is steady growth in student enrolments, infrastructure facilities, new courses offered, and placements.**
- 3. 100% results in all the PG programmes. There is a consistent and steady improvement in the results of UG programmes. Students bring laurels to the college by being University rank holders.**
- 4. The infrastructural support that the College provides to students can be compared to the best in this part of the country with all the facilities needed for academic, sports, and extracurricular activities.**
- 5. The college has many MOUs with reputed companies, academic institutes, universities and industries to support the students and the faculty.**
- 6. The students are selected at the university, state and national teams as the college supports numerous sporting and cultural activities.**
- 7. Students are given numerous scholarships and opportunities to assist them in their career development and studies.**
- 8. The College has a fully equipped Digital Library with INLIBNET, NPTEL, DELNET, and other databases.**
- 9. Within the campus, various facilities are available for the benefit of students and faculty. The campus is Wi-Fi enabled.**
- 10. Highly trained, dedicated and devoted faculty members are not only imparting course curriculum but also mentoring students for the full development of students' personality. We also have committed and devoted non-teaching staff to make the institution function better.**
- 11. The classrooms are ICT enabled, and experiential learning is encouraged at both UG and PG level.**
- 12. The College's NSS, NCC, KCD and Red Cross wings were very much involved and engaged with great enthusiasm in various social and community service activities.**
- 13. High level of social commitment by supporting the farmers through the Desalite Farmers Friendly Association (DFFA).**

14. The college timings support the needy students to 'earn while you learn' policy by carrying out part-time jobs and also to pursue courses or activities outside the curriculum to enhance their career.

Institutional Weakness

- 1. The socio-economic situation of many of the students who are admitted to college (some are first and second-generation learners) is responsible for poor language skills (both in their mother tongue as well as English). This results in an unsatisfactory level of understanding and communication, particularly during the first two semesters.**
- 2. Since many students are from a rural background, they prefer becoming entrepreneurs after their Under Graduate Studies resulting in a smaller number of student intake at Post Graduate level.**
- 3. Even though the management of the college offers various scholarships, financial crunch in terms of support for research and innovation-work places the college in a back seat when it comes to research and development.**
- 4. SFS provides 100% generator back up for power. However, more solar-powered installations are needed to rely on non-conventional energy resources.**
- 5. As the college is affiliated to the Bangalore University, the scope of starting various programmes and courses according to the needs of the industry and students is limited.**

Institutional Opportunity

- 1. There is ample room for the implementation of vocational and other professional courses such as MBA and BBA Aviation and the college is on the verge of starting it.**
- 2. Since the college is located in the Silicon Valley of India and near to the industrial town of Hosur and Bommasandara, the employability opportunities can be expanded for the students.**
- 3. With good infrastructure and scope for expansion, the college can open more courses at UG and PG level and pursue academic autonomy for the college**
- 4. There is an opportunity to collaborate synergistically with neighbouring institutions/organisations such as BIOCON, PES University, XIME, INFOSYS, WIPRO, etc.,**
- 5. Working towards developing the college into a seat of excellence for higher education and mobilizing the resources.**
- 6. The college has the potential to create students of international repute and the college has to tap on the resources available and translate it into reality.**
- 7. The College has the intellectual and financial resources to publish peer-reviewed research articles. The College is ready to take this initiative.**

Institutional Challenge

- 1. To train future entrepreneurs and academic leaders, more research grants and business collaborations are required.**
- 2. Identifying business/industry and academic partners who are prepared to invest in students' innovation programmes, start-up initiatives etc., is an important aspect.**
- 3. Students opting for Science and Arts courses are less and orienting them towards such courses is a major hurdle**
- 4. To publish a research journal which is a peer-reviewed and multidisciplinary journal contributing to the research and development.**
- 5. Recently launched government initiatives on 'Make in India', 'Clean India' and skill creation schemes which are closely parallel to our college's vision and mission needs to be closely incorporated in the working system of the institution.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Francis de Sales College adopts the Choice Based Credit System (CBCS) prescribed by the Bangalore University and implements it in all undergraduate and postgraduate programmes with the objective of catering to the students of rural, urban, semi-urban, underprivileged and oppressed communities and providing a multi-cultural, socially inclusive, green academic environment. The IQAC team of the college in consultation with the Academic Council members and various stakeholders prepares the curriculum and plans the effective implementation of it. The identification of gaps in teaching and learning, the design and introduction of add on courses and skill development programmes, the arrangements for academic-industry collaboration, the students' undertaking of internship and the further enhancement of knowledge by way of outreach programmes and extension activities are carried out successfully.

The Heads of the Department and the Academic Coordinators collaborate and prepare the effective time-table in such a way that the students can attend guest lectures, spend valuable time in the library, present papers in the weekly seminars, pursue add-on courses, receive pre-placement training, participate in sports and cultural events and contribute to community service. The regular analysis of the students' results helps the college to adopt various means to improve the students' performance. Remedial classes and additional guidance help the slow and advanced learners improve their academic performance respectively. Feedbacks were taken from various stakeholders and they were studied meticulously to make plans, take more initiatives and implement effectively.

The college offers many value-added and certificate courses which are subject related as well as life-supporting.

More than 100 Certificate and Value added courses focusing on enhancing the students' existing knowledge, developing their creative skills and critical thinking, nurturing their life-skills and sharpening their community conscious and civic sense have been offered in addition to what the Bangalore university syllabus offers. The imparting of these courses are/were jointly carried out by the college faculty and guest faculty with the support of ICT.

To create a more congenial atmosphere for the students, the college has made its fee payments online encouraging paperless transactions and also plans to make the system completely automated in the future.

Teaching-learning and Evaluation

St. Francis de Sales college leaves no stone unturned in providing an amiable atmosphere for the teaching and learning process of the students. Right from the admission procedure, the students are taken care of. A special counselling team is appointed during the admission process to guide the students towards selecting their programs. The admission procedure is also a transparent one and the seats are allotted to the deserving candidates. Various Scholarships are also provided for the economically weaker sections of the students. The students are oriented on various issues with respect to their studies, jobs, personality development, capability enhancement and so on.

The teachers are ready to facilitate their learning by way of teaching, mentoring, evaluating and supporting in all their endeavours. The teachers are encouraged to use ICT tools in the classroom so that the students can learn with the aid of technology. The curriculum includes various internships, projects and fieldwork as a means to encourage experiential learning.

Students undergo regular evaluative exam process and their performance is evaluated in a transparent manner. The slow learners are supported by giving special attention and participative learning is encouraged at every level of learning. The semester exam results are analysed every semester and the analysis is used to study the pattern of learning of the students and the needed measures are taken to make the students perform better in the next exams.

A complete learning system is in place at the college, where the faculty has a detailed plan for the subjects during the semester, which includes the topic of teaching, mode of teaching and activities to be conducted. Academic Journals and Logbooks are maintained to have a close watch of the planning of the semester. The mentors play a very crucial role in shaping the students for the future. The role of the mentor in creating a future-ready student can be seen in the campus, as the mentors are available for the student's guidance and support all round the year. Online mentoring and support are also available for the students at their beck and call.

Research, Innovations and Extension

St. Francis de Sales College has a dedicated Research Cell that encourages faculty and students to take up research work. It ensures that any research activity undertaken by staff or students meets the highest standards. It conducts various seminars and workshops to encourage the research culture in the institution. Our teachers are encouraged to participate and present papers at National and International level and also have published articles in reputed journals. The management supports the research activities in the college by providing financial support to the staff as well as the students for their research activities.

The College has a proactive Innovation and Incubation Cell (ASPIRE) that has built strong entrepreneurship and innovation ecosystem in the college. It has helped the students to change their innovative startup ideas into reality. So far, it has incubated three startups.

The College has collaborated with a number of NGOs, institutions and corporate houses for various academic and non-academic activities. Guest lectures, seminars, conferences and workshops are conducted by the Cell for the students, to motivate and encourage them to participate and present papers at various levels. The Cell also conducts various orientation programs on research directions and research support available for the students as well as the staff.

The College conducts an array of extension activities for the local community through its various clubs and activity cells like NSS, NCC, KCD, Red Cross, Health Club, Women's Club etc. These extension activities meticulously train the students in understanding the needs of the society and serving the nation. In association with an NGO- ESTAH Society, the college has done commendable work with the farmers through DFFA. The college also to its kit, a load of outreach programs conducted through its clubs which also serves the purpose of serving the society.

The College has 36 functional MoUs to its credit, including MoUs with four foreign universities. In addition to the MoUs, the college has linkages with a good number of institutions and corporate houses for various research, academic and non-academic activities.

Infrastructure and Learning Resources

The institution has consistently adopted a proactive policy in creating an environment conducive to the academic and overall development of students. State of the art infrastructure and modern facilities make the learning process a delightful experience.

The College has ample classrooms which are ICT enabled and three auditoriums and a number of seminar halls to serve the purpose of the teaching-learning process. The college has laid its foundations on a 40-acre campus in the South Bengaluru City. The Institute has state of the art campuses with an excellent library with INFLIBNET and NPTEL databases, a facilitated digital library and a good number of books. It has multiple playgrounds for many sports activities like Cricket, Football, Volleyball and a fully furnished gym to support the sports enthusiasts. It has a serene yoga centre for the spiritual evolution of the students' mind and body. The campus is Wi-Fi enabled and has an integrated software for all its administrative and academic activities.

Saint Francis De sales College has a vast IT infrastructure with Software and Hardware Labs. We have Computer Labs with specialized software relevant to the department. The lab is equipped with the latest software for the usage of the students. All the computers in the centers are provided with the latest updated software and hardware. Internet, printing and scanning facilities are also available. Further, each center is equipped with uninterrupted power backup. The teaching of information technology and computer-based papers is carried out through OHP screens in the computer centers. In addition, the centers are also available for the students for accessing internet, practice and for preparation of their projects. Optimal deployment of IT infrastructure is ensured through conducting workshops, awareness programs, training programs for faculty on the use of new technology.

Taking the initiative to be an eco-friendly campus, the college has solar lights installed in the walkway and rooftop solar panels are installed to conserve energy. Apart from this, various facilities are available to conserve water and a waste management system is in place to recycle the waste.

Student Support and Progression

The college is committed to excellence in all spheres, therefore, every student who joins the college is extended academic, psychological, professional and financial assistance to make his/her stay in the college an enriching experience. The college provides a meaningful partnership between students and teachers. This is seen in the planning of all academic, co-curricular and extra-curricular activities.

Students with financial constraints are offered a wide variety of support with scholarships and free ships. Every year, based on the needs of the students, new scholarships are made available for the needy students. Soft skills training is provided. There is a dedicated placement cell which provides internship and placement to the students. The placement and career counselling cell organize career-oriented programs and promotion for the benefit of the students. Placement drives are also conducted in the campus to support the students in their placements. The Career Guidance and Placement Cell also encourage the students to attend off-campus interviews as well. Orientation programs on higher education opportunities available are provided to the students and they are encouraged to pursue their higher studies. The college has an infirmary, a full-time nurse and a counsellor to address and support the needs of the student community. A language lab is available for developing the communication skills of the students. Courses are conducted to help the students for various competitive examinations.

Various committees like Discipline Committee, ICC, Grievance and Anti-Ragging committees, etc. have been constituted to address the different concerns of students. These committees serve the purpose of supporting the student community and providing assistance in times of crisis. Seminars, workshops and interactive sessions with eminent professionals of different industries/ civil services are also organized for student motivation. The students are encouraged to actively participate in various national and international cultural competitions and sports tournaments. Generations of students who have been groomed in this College have excelled in different walks of life. The alumni network is strong and supports the institution at various capacities.

Governance, Leadership and Management

The Vision and Mission of the institution reflect the institutions urge to have holistic development of the students and making them socially responsible citizens. The management of the institution involves all the stakeholders in the decision-making process by way of discussion and feedback. Their inputs are considered as prime importance as they are the people who are the pillars of the institution. The decentralisation process can be visibly seen through the way in which the college functions. A Daily Staff Review Meeting is scheduled every day to discuss and share information about the daily affairs of the college. This meeting helps the management in the decision-making process as it involves the feedback and analysis of the teaching-learning process on a daily basis. The institution functions in a very linear process and has all the organisational policies in place. There are around 20 cells and committees for the organised functioning of the institution.

The College also has an ERP partner- Campus. Technology, who help us with automating the different modules of functionalities. The institution has various welfare measures for the staff of the institution and supports them in every way possible to create a conducive environment for the teaching-learning process. The faculty are

encouraged to participate in various enrichment programs to enhance their knowledge and teaching skills. A 360-degree performance appraisal helps in understanding the strength and weakness of the staff, which in turn will help in the development of the staff as well as the students.

The IQAC takes responsibility in conducting the internal and external academic audits to have a transparent functioning of the institution. The institution also tries to find funding for its development and plans its budget in a proper way for the optimal utilization of the resources. The IQAC as the heart of the institution takes up various initiatives and executes the initiatives to achieve excellence. The IQAC continuously works to create a successor atmosphere in the institution through organising various quality programs and orientations and also by conducting Academic and Administrative audits regularly.

Institutional Values and Best Practices

The Vision of St. Francis de Sales College is to provide a centre of excellence for a holistic formation of the young who are capable of both transforming themselves and of acting as catalysts of transformation in the society so as to become the epitomes of efficiency, in mastering their life-situations and building a progressive and secular nation. The institute aims to impart quality higher education and to offer professional skills. The institution also aims to inculcate cultural, moral values and to foster faith in God to motivate service orientation, and to strengthen humanism.

SFS college always emphasises on the importance of conserving our environment. The institution has installed Solar panels and Biogas plant for renewable energy. Many tanks and bunds are constructed in the campus in addition to recharge well and rainwater harvesting tanks in the campus. College is a zero-waste zone where waste is segregated regularly and wet waste is used in for composting and biogas. Paper waste is used for recycling and making paper pencils. Plastic and E-waste, and hazardous waste are given to vendors for recycling and proper disposal.

For the differently-abled students, the institution provides all possible facilities such as infrastructure, moral support and software facilities supporting the learning process. SFS has a well-defined code of ethics for students, faculty and the stakeholders and is published on the college website. And a well-formulated committee monitors the discipline in the college.

The college holds its reputation in moulding students as global citizens. Students across 7 countries are part of the SFS family. The education policies adopted by the management carry out the components of inclusive education for the rural, urban and global community.

We Desalites celebrate the national and international festivals throughout the year in order to create awareness and to seize the essence of the remarkable sacrifice done by our leaders.

Our eco-friendly campus environment, our policy of equality and justice for all genders and transparency in evaluations, feedback system and open discussions will inform about our concern for environmental sustainability, gender equity and professional ethics.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST FRANCIS DE SALES COLLEGE
Address	St. Francis de Sales College Hebbagodi, Electronic City Bengaluru
City	Bengaluru
State	Karnataka
Pin	560100
Website	www.sfscollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Roy P.k.	080-27836165	9591981031	080-27836163	iqacatsfs@gmail.com
IQAC / CIQA coordinator	Maya Mathew	080-27834611	9972495217	080-27832299	sfs.iqac@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority - kannada-English-with seal.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-06-2004			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Karnataka	Bangalore University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	08-12-2018	View Document		
12B of UGC	08-12-2018	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	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	St. Francis de Sales College Hebbagodi, Electronic City Bengaluru	Semi-urban	8	12450

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	BCom,Commerce	36	PUC	English	400	316
UG	BCom,Commerce	36	PUC	English	60	32
UG	BBA,Business Administration	36	PUC	English	120	82
UG	BSc,Science	36	PUC	English	60	24
UG	BSc,Science	36	PUC	English	60	37
UG	BSc,Science	36	PUC	English	60	49
UG	BCA,Computer Applications	36	PUC	English	80	58
UG	BA,Humanities	36	PUC	English	60	7
UG	BA,Humanities	36	PUC	English	100	9

	ies					
UG	BA,Humanities	36	PUC	English	100	44
UG	BA,Humanities	36	PUC	English	60	48
PG	MCom,Commerce	24	UG	English	50	7
PG	MCom,Commerce	24	UG	English	50	41
PG	MSc,Humanities	24	UG	English	30	5
PG	MA,Humanities	24	UG	English	20	9
PG	MA,Humanities	24	UG	English	40	0
PG	MSc,Humanities	24	UG	English	30	11
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce	12	UG	English	60	12
PG Diploma recognised by statutory authority including university	PG Diploma, Humanities	12	UG	English	60	4

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	0				0				83			
Recruited	0	0	0	0	0	0	0	0	24	59	0	83
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				51
Recruited	14	37	0	51
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				4
Recruited	2	2	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	11	0	14
M.Phil.	0	0	0	0	0	0	1	15	0	16
PG	0	0	0	0	0	0	19	34	0	53

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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
PG Diploma recognised by statutory authority including university	Male	5	0	0	0	5
	Female	6	5	0	0	11
	Others	0	0	0	0	0
UG	Male	740	309	0	27	1076
	Female	658	110	0	2	770
	Others	0	0	0	0	0
PG	Male	41	7	0	0	48
	Female	82	15	0	0	97
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	47	37	17	31
	Female	55	21	21	16
	Others	0	0	0	0
ST	Male	2	3	7	8
	Female	6	6	0	1
	Others	0	0	0	0
OBC	Male	65	77	55	45
	Female	88	75	44	34
	Others	0	0	0	0
General	Male	293	244	130	153
	Female	193	138	81	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		749	601	355	374

Extended Profile

1 Program

1.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
890	890	712	997	905
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	10	8	7

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1623	1276	1033	1105	1169
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
263	219	144	135	205

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
330	339	347	343	377

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	52	43	38	36

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
64	52	43	38	36

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 63

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
580.6792	294.04501	219.29299	175.41203	145.59804

4.3

Number of Computers

Response: 262

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

St. Francis de Sales College adopts the Choice Based Credit System (CBCS) prescribed by the Bangalore University and implements it in all undergraduate and postgraduate degree programmes. The college offers 9 undergraduate and 5 postgraduate degree programmes.

Based on the feedback drawn from all stakeholders, the Academic Council and the IQAC team prepares, plans and implements the curriculum. The identification of gaps in teaching and learning, the design and introduction of add on courses and skill development programmes, the arrangements for academia-industry connect, the offer of internship opportunities, the organisation of many events like seminars, conferences and workshops are carried out by these College bodies effectively. The entire academic activities and events are recorded and implemented through an ERP software. The College faculty and students can log-on to it through their respective password via computer or mobile app, POSTO.

Based on the tentative examination schedule of the Bangalore University, the College events are planned and notified in the Academic Calendar. This Calendar is uploaded on the College website, displayed on the College notice board for further reference and distributed to students. It contains the schedule of internal and model examinations, the dates for the submission of projects as well as the dates of National and International conferences, guest lectures and FDPs. Besides, the date schedule of sports and cultural events, field trips, student tours, industry-academia meets, departmental and institutional events find a place in the Calendar. The College follows the schedule laid out in the calendar strictly and organises all events. The Academic Council and IQAC collaborate and prepare the effective time-table that enables students to participate in all academic, co-curricular and extra-curricular activities as well as facilitates the blended teaching-learning process. The faculty prepares the lesson plan beforehand with a clear idea of programme and course outcomes. The optimum delivery of knowledge within the stipulated hours is ensured not only by following lesson plans and academic year plans as well as maintaining logbooks but also by the support of the ICT facility. The delivery of the curriculum is further supported by eminent academicians, corporate trainers and industrial experts who interact with students. A few days are allotted for the students to pursue projects and take up internships while the time table allots time to gain hands-on practical experience of what they learn inside the classroom.

The Examination Cell of the College is responsible for the smooth conduct of the internal, model and end semester examinations efficiently. Many intermittent formative assessments made transparent by way of slab system for assigning marks like Assignments, Seminar, Class Tests and Attendance, as well as **Sammilana** – Parent-Teacher meetings contribute to students' progress in academics. Students who fail to attend the examinations due to various serious reasons are permitted to take exams at a later date. While remedial classes help the slow learners to improve their academic performance, the additional guidance offered to the advanced learners helps them to aim at university rankings.

File Description	Document
Link for Additional information	View Document

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

Response:

The calendar of academic, co-curricular and extra-curricular events to be conducted by the college is prepared by the Academic Council and Internal Quality Assurance Cell (IQAC) keeping in view the examination and vacation schedule notified by the Bangalore University. It is prepared well in advance before the academic year starts. The calendar is uploaded on the website, displayed on the notice board and distributed to students and faculty for further reference. The college follows the approximate schedule laid out in the calendar and organises all events based on the feedback obtained, decisions taken and plans conceived by the Academic Council and IQAC. It contains the vision and mission of the college, the schedule of internal and model examinations, the dates for the submission of projects and the tentative dates to organise various conferences and seminars including guest lectures for students and faculty development programmes (FDP). The Academic Council and the IQAC collaborate and prepare effective time-tables based on the academic calendar. Using it, the Exam Cell organises the internal, model and other formative assessments.

The departments of all undergraduate and postgraduate programmes prepare their lesson plans based on the dates of internal and model examinations mentioned in the academic calendar. The theory and practical exams related to add on courses are scheduled based on the information provided by it. The calendar is prepared in such a way that the students can pursue projects and take up internship opportunities which are prescribed by the university syllabus. Besides attending weekly seminars, the students can also participate in activity-based and peer group learning which is part of the curriculum. Also, the calendar provides tentative dates for all college events like Sports Day, Annual College Day and RAZZMATAZZ – the cultural event. Besides, it lists the dates of activities of various cells like NSS, NCC, Women Cell and the club activities of various departments. In addition, it not only contains the dates to organise various events such as environmental awareness programmes and gender equity events but also hints at the plans to celebrate International Women’s Day, World Mental Health Day, International Yoga Day and Rajotsva that are of global and local significance. With a sense of pride, the College observes national holidays, state and local holidays respecting government orders as well.

Keeping in view the effective delivery of the curriculum, the academic calendar is prepared meticulously; the students can attend guest lectures, spend valuable time in the library, present papers in the weekly seminars, pursue add-on courses, receive pre-placement training, participate in sports and cultural events and contribute to community service. The rescheduling of events may happen only if there is a necessity due to inevitable circumstances and it is notified a few days before the event happens.

File Description	Document
Link for Additional information	View Document

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 14

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 53

1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	9	11	9

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 71.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
1023	710	843	918	889

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The College focuses on inculcating values of life such as teamwork, compassion, integrity and positive thinking in line with the core values set by it. While our eco-friendly campus environment is reflective of our serious commitment towards the cause of environmental sustainability in our curriculum, the aspect of gender equity visible in the college tells about our belief in equality and justice. The transparency in evaluation, feedback system, open discussions and communication will inform about the professional ethics that the college practises.

The College is committed to offering the Choice Based Credit System courses that reflect the changing trends at the global level and the demands of national interest. Our competent faculty engage many interdisciplinary add on courses prescribed by the university syllabus such as Indian Constitution and Human Rights, Environment and Public Health, Science and Society, Rural Development and Cooperative

Management, and Media and Society to develop students' professional skills. Besides, it offers many value-added and certificate courses that are subject related as well as life-supporting. For instance, Web Designing, Creative Writing, PCB Designing, Gandhian Studies, People Management, Data Interpretation, Event Management, Power Conservation, Stress Management, GST, Introduction to Cultural Studies and the like. The imparting of these courses is jointly carried out by the college faculty and guest faculty with the support of ICT.

The NCC, NSS, KCD programmes as well as other extension and outreaching activities which are integral to our curriculum create not only awareness about the current pressing national and international concerns like social inclusivity, environment sustainability, professional ethics and gender inclusivity, but also facilitate the participation and collaboration of students in such initiatives. While many events of National Cadet Corps (NCC), National Social Service (NSS), Red Cross, Karnataka Civil Defence (KCD), Health Club and Support to Farmer Cell promote community service among students, many cells like Women Cell, Sexual Harassment and Prevention Cell, Anti-Ragging Committee work towards promoting the idea of gender inclusivity. The Student Counselling Centre, the Placement Cell, the Health Club and other committees organise many events and activities for the students to make them understand the significance of ethics, values, social consciousness and inclusivity of various kinds and develop their personality. In addition, our college's Nature Club along with other units like NSS, with the motto of "Reduce, Reuse, Recycle", creates awareness among the students about the ways of conserving the environment and encourages them to work towards the cause of reducing pollution and conserving the environment. The following are some of the initiatives taken by the above-mentioned cells and committees: Swachh Bharat Abhiyan initiatives, planting saplings, blood donation camps, NGO visits, village adoption, drug abuse rally, Pulse Polio programmes, Yoga demonstrations, voting rights awareness events, women's health and safety initiatives, mental health events and Pre-placement training. The college is proud to associate with ESTAH to help farmers pursue organic farming and modern methods of farming. Such sincere and arduous efforts made by these committees and cells contribute to the holistic development of students further.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

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

Response: 0.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	8	7	6	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 100

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

Response: 1623

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 53

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

2018-19	2017-18	2016-17	2015-16	2014-15
749	601	355	374	438

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1060	1100	910	840	780

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 85.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
250	210	144	76	160

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institution assesses the learning levels of the students, after admission and organizes special programmes for advanced learners and slow learners. We have a streamlined mechanism for continuous monitoring and evaluation of the students.

In order to facilitate slow learners, the mentor assesses the nature of their difficulties and then motivates them in a friendly way to reach their academic goals. Remedial classes are conducted outside class hours for them. Important topics are re-explained so that they can perform well in the exams. They are also encouraged to talk to the teachers about any doubts they have without hesitation to help them be clear about the subject. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

The teachers conduct remedial coaching outside class hours for the slow learners to help them cope with the studies. These classes are held as and when necessary and when appropriate according to the teacher. They are also encouraged to talk to the teachers about any doubts they have without hesitation to help them be clear about the subject. These classes help in revising important concepts to strengthen their learning.

Quick learners are identified through their performance in examinations, interaction in classroom and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc. Advanced learners are given special courses and encouraged to do paper presentations and research and books are made available for the same.

The Institute promotes independent learning that contributes to their academic and personal growth. They are given support in various ways such as opportunities to take part in various fests and also to work with the faculty in their projects which is advanced to their syllabus. They also engage in peer-to-peer learning and discussions.

The library is open on every day of the year with fixed timings and is easily accessible to students.

Parents are informed about the progress of the students. All the staff members maintain good relations with students and deal with their problems in a gentle manner. Each course is divided into different sections, and classes are conducted to all students for all branches of Undergraduate and Post Graduate courses. Generally, one mentor with co-mentors is assigned for each batch to provide additional details on the important topics, to improve their subjective knowledge. A special counsellor has been arranged by the college to provide counselling for personal problems.

The students also have access to the course materials uploaded on the mobile app. Online Skill Development courses, Value Added courses and library facilities are also available to facilitate learning. Online assignment and MCQs are available on the ERP which helps the faculties in the continuous and efficient assessment of the students learning abilities.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 25:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

We at St Francis de Sales College believe in the adoption of student-centric methods to enhance student involvement as a part of participative learning and problem-solving methodology. We follow namely teaching-learning process techniques such as *collaborative, cooperative and participative learning, role-plays, discussions, debates, laboratory experimental learning, mini-projects, field visits and case studies*.

Role-Plays: Roleplay helps our students to learn and try out the experience in a play style. Subjects such as English are well explained to the students by adopting role plays. **Discussions:** We do follow the discussions in many of the subjects as it makes the students think wide and participate in coming up with the opinions and suggestions to check their current knowledge. We practice discussions basically in soft skills, managerial communications, business adoptions, etc.. **Debates:** Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argumental way of learning. **Laboratory experiential learning:** Technical education is always justified with the help of practical knowledge. Thus we try to expose our students to all the laboratories possible beginning from the first year labs like Physics, Chemistry, Maths for science students, Computer and Electronics for BCA and BSc students, Psychology lab for humanities group, and Business laboratories for Management students, Language lab in common for all students and Media Lab for journalism students. Later from their second year, students related to the core department are given an exposure to pure coding languages to depth based on the potential of the student so that the student can learn it by experience. **Mini projects:** To enhance the practical knowledge with innovation, we do encourage our students to make some Mini projects from II year onwards. Students are divided into small groups so that personal attention can be paid and every student's role will become prominent. **Case studies:** We are following case studies mainly for the circuit branches where the students are expected to have practical knowledge & logical thinking based on real experiences. Subjects such as Professional Ethics & Moral Values, Sales Forecast, are once theoretically explained as per the university syllabus. We take the advantage of our management studies faculty members to extend the practical knowledge by providing the real-time case studies.

The College is committed to ensuring the holistic development of the students through a student-centric learning process and suitable curriculum design. The departments adopt the following strategies in varying degrees to make learning more students-centric and ensure the holistic development of the students:

The college offers the following support services to teachers and students for making the learning student-centric:

- Full-fledged library
- Digital library
- Labs like Computer lab, Commerce Lab, Business lab, Language lab, Psychology and Electronics lab, Media lab, Radio room
- Encouragement to the students to attend departmental, state, national and international seminars, conferences, and workshops.
- Career counselling and placement services.
- Projects and assignments to upgrade the student's knowledge level and skillsets
- Guest lectures, industrial visits, and study tours

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. Worldwide research has shown that ICT can lead to improved and better teaching and learning experience. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by student learning enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centred environment. Faculties use all kinds of ICT Tools like LMS, PPTs Projectors, Smart Boards etc., Faculties have a keen desire to use ICT resources and are aware of the existing potential in the field of education. ICT can enhance the teaching-learning environment within the classroom quite efficiently. Teachers can easily plan and prepare their lessons and design the procedure and material such as contents, contents delivery, and also facilitate the sharing of resources with students in the light of their experience and knowledge. The innovations that ICT has brought in action in the teaching-learning process include quick access to information, online student registration, and networking with the resourceful persons as well as e-learning.

All our classrooms, Seminar halls, Conference rooms, Staffrooms, Office, Computer-labs and Auditorium are ICT equipped and WiFi-enabled. The management takes a keen interest in upgrading and providing all the necessary ICT tools and software for the college.

At St. Francis de Sales College, we use ICT in almost all the fields such as in online admissions, fee collection, teaching and learning, student evaluation, teacher evaluation, online skill development and value-added programmes, online counselling, online grievance management, feedback systems, various online courses offered through online portals such as MOOC courses, Online placement opportunities, online internship opportunities, NPTEL, online library resources such as INFLIBNET and DELNET., etc.,

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 25:1

2.3.3.1 Number of mentors

Response: 64

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 13.94

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	05	04	04

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 4.66

2.4.3.1 Total experience of full-time teachers

Response: 298

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

The College sets the dates for the Continuous Internal Assessment (CIA) comprising of Internal Tests, Seminars, Assignment submission and the Semester Exams as per the University Academic timetable.

This information of the dates along with the evaluation methods are communicated to the students during the initiation program. The dates are also mentioned in the Handbook.

The College uses both Direct and Indirect CIA methods to evaluate the students. The Direct Methods include the internal tests – first internal and model exams, class tests, quizzes, assignments, seminars etc., while the indirect assessment includes the ability of the student which cannot be assessed through marks, such as Practicals, team work, ethics etc.

The test papers of the internal tests are evaluated within a week of the completion of the exam and the marks are communicated to the students in the classroom. The answer scripts are also shared with the students and discussed so as to help them score better grades. Furthermore, the marks and the performance of the students are conveyed to the parents in the Parents-Teachers meet as well as through the App/email.

Faculty Members uses various methods to evaluate students to give all of them a fair chance to display and improve their academic calibre, such as debates, group discussions, quizzes etc. Open book tests in the class are also conducted as a method of evaluation.

The Internal Assessment Marks (IA) is calculated based on a Slab System – depending on the marks obtained in the Internal Tests, Assignments, Seminar and Attendance. This slab criteria is informed in prior to the students so that they can prepare well to score higher Internal Marks. Once the Internal Assessment Marks are calculated, it is displayed on the Notice Board as well as checked with each of the students. Students are free to enquire from subject teachers about any discrepancy in the marks awarded to them. For any further grievance, the students can approach the HOD and is later, if necessary, referred to the Principal.

All the previous year question papers - question banks - are made available in the Library as well as on the College Website for reference for the benefit of the students.

Online MCQs are conducted by the Institution regularly to assess their learning levels.

Each of the internal questions are mapped to PO and CO in order to assess the CO and PO attainment. The attainment is then calculated and steps are taken to make constant progress.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The 1st Internal Exam, Model Exam, and Bangalore University Exams are conducted very meticulously at SFS College. Though the college expects a minimum 80% attendance from each student, students with 75% attendance are permitted to write the exam. The students with 75% attendance are issued hall tickets with a warning that in the coming semester they should get 80 % attendance.

The date of 1st Internal Exam and Model Exam of both the semesters is specified in the college handbook which is given to each student. The college strictly adheres to the dates specified in the handbook. Only in exceptional circumstances, the college may prepone or postpone the dates by a few days. Students are reminded well in advance by their subject teachers about the date of exams. The teachers also inform them about the portion to be covered for each exam. The timetable is displayed on the main notice board and a circular is also issued to each class regarding the same.

An Examination Cell is constituted with faculty members from different departments and staff from the administrative office, for the smooth conduct of examinations. The Cell consults with the Principal regarding all matters relating to the conduct of exams such as seating arrangements, time table of the exam, timings, code of conduct by students and faculty members during the exam, malpractices, handling of grievances, and so on.

Faculty members are expected to be strict with respect to malpractice of any kind. Students are expected to maintain the decorum and sanctity of the examination hall. Students indulging in malpractices are appropriately reprimanded and reported to the Principal. The BOE gives all possible assistance for the smooth conduct of the exam. They also conduct surprise checks to find out malpractices.

If students are aggrieved by the conduct of a faculty member, they are free to approach the Exam Cell members/Principal. The Principal's decision would be final and binding upon all.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The College ensures that the CO and PO are achieved to the maximum extent and implements appropriate steps to make this possible. The Program Outcome and the Course Outcome are communicated to the teachers, students and parents at the beginning of the Academic Year and the expectations of the programs and courses are set.

After the course allotment by the Head of the Department, the subject teacher writes the appropriate Cos for their corresponding course. It is ensured that they are measurable statements that describe what the students are expected to know and will be able to do at the end of each course. This is related to the skills, knowledge and behaviour that students will acquire through the Course. After writing the CO statements, CO will be mapped with PO of the department.

The PO and CO primarily seek to ensure that students acquire knowledge and skills which are critical for building the competence and personality. Importance is also given to the holistic development of the students as these outcomes impart values and ethics and enhance their interpersonal and

communication skills. These POs/COs are therefore in line with the motto of the College, “Excellence, Transformation, Efficiency”

The CO and PO are uploaded in the College website for everyone to access whenever needed. They are also available in the LMS, which can be accessed by the teachers, parents and students when needed through the software and the mobile app.

The attainments of CO and PO are calculated in each of the Internal tests to see what the result of the objectives set is. The performance of the students are also monitored with the CO and PO attainment, attendance, internal and external examinations and additional support is given to the students who are performing below the adequate levels. Remedial classes are conducted for these students in order to improve their scores. Advanced learners are also given special coaching to achieve greater heights.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The Institution has a well-defined mechanism using online software to track and monitor the attainment

levels for program outcome, course outcome and program-specific outcome.

- Faculty Members define the assessment methodologies and each question of the internal assessment are mapped to program outcome and course outcome. Internal Assessments include the First Internal Exams, Model Exams, Assignments and Seminars for every semester besides other indirect means of assessment like discussions, debates, quizzes and other class activities.
- The result and performance data of every student is uploaded to the software which automatically calculates the attainment levels of PO and COs
- The IQAC regularly monitors the attainment level for every course. In case the attainment level of any course is below the threshold level, then additional measures such as remedial classes, tutorial classes, additional assignments, counselling, etc. are conducted.
- The recruitment of the Faculty is based on their qualification, experience and their skills in effectively achieving the POs and COs. Faculty Members are also encouraged to update their subject knowledge and stay up-to-date with changing trends in teaching methodology and delivery by pursuing higher studies, participating in Faculty Development Programmes and Seminars as it enhances effective attainment of POs and COs.
- The attainment of PO and CO is linked to teaching tools that are employed. Faculty Members have evolved from the traditional chalk and talk teaching technique and use experiential learning techniques like conducting group discussions, quizzes, seminars, workshops and organising field visits and internship.

Infrastructure is another focus for attainment of POs and COs. The classrooms are ICT enabled and state of art laboratories have been established as these are critical for enhancing the teaching learning effectiveness and outcome attainment.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 69.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
264	230	239	226	243

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

2018-19	2017-18	2016-17	2015-16	2014-15
330	339	347	343	377

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.61	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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, Chairs 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, Chairs in the institution during the last five years (INR in Lakhs)

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 1.56

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The College has created a strong entrepreneurship and innovation Ecosystem through its Entrepreneurship and Incubation Cell - **ASPIRE**, started on 10th July 2017. The Cell has collaborated with Campus Technology (ERP partner) and ESTAH (NGO) to provide support to the young entrepreneurs and create an innovation ecosystem for the creation and transfer of knowledge. The Cell mentors and nurtures the students by providing them with the necessary knowledge, expert advice and planning innovative activities for them. Experts from the industry are invited to give an insight to the students on how to develop an idea into a successful start-up. A step by step guidance is provided to the students to groom them to become successful entrepreneurs. The Intellectual Property (IP) Cell guides the students on how to protect their ideas and how to file for patents. The College has signed MoUs with a number of institutes where the students are sent for internships so that they get hands-on exposure on how to run a business. Also, students are taken on frequent industrial visits that give them an idea of how businesses function. So far, the incubation cell has successfully supported three start-ups, two in the college premises and one with support of ESTAH. One of the start-ups has moved on from the College Campus to expand the venture outside at a bigger scale.

The name of the first start-up was **Nature's Delight**, a juice and ice-cream parlour, that ran with a tagline of "**You Choose It. We Mix It**". This start-up was supported by the college and the college let out space/shop in the College canteen for this start-up to run. This start-up had an initial investment of 2 lakhs. After running successfully in the college, it spread its wings to the outside world. The second start-up sported by the college is "**Blue Pages**", that runs from the college library and prints bluebooks and sells them to the students of SFS College. The students get easy access to bluebooks through this start-up. It is a profitable venture. The third start-up is supported by ESTAH, after giving a successful internship to the students, it helped them to start a venture called **Farm-to- Kitchen**. The venture entails the students to supply organic vegetables directly from the farms to different apartments in and around the College vicinity. Many new ventures are in the pipeline.

The College provides all possible support to its students to change their ideas into beaming reality. The College is in discussion with Srinath Bhadram, Incubation Manager, National Design, Business Incubator, National Institute of Design, Autonomous Institute under the DIPP, Ministry of Commerce & Industry, Govt of India for support regarding incubation. We have got a positive response from him but the process is delayed due to the prevailing pandemic.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 60

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	12	11	12	9

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 1

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.06

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

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

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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: 0.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	9	7	1	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

Service to the society has been the motto of our College since its inception and to imbibe the same among the students. The College regularly conducts many social outreach programmes in collaboration with government agencies and NGOs. As a part of the social outreach programmes, the College organizes awareness campaigns through rallies and street plays on pertinent issues like child abuse, corruption, environment, organ donation, prevention of sexual harassment of women, AIDS awareness, cancer awareness, prevention of dengue, anti-pollution, drugs abuse and trafficking, prevention of tobacco consumption, save rivers, animal protection etc. We also organize eco-sustainability drives like waste management and disposal, e-waste management, water conservation etc. The students visit old age homes, orphanages and government schools and hospitals. We organize health check-up camps, dental and eye check-up camps, blood donation camps and self-defence classes for women for the underprivileged people of the society. Engagement of the students in these community service initiatives helps them to connect with the society and sensitize them on various issues related to their immediate surrounding so that they become harbingers of a positive change in the society.

Village Adoption

The NCC unit adopted *Bijlahatti Village* and conducted the following activities:

- Distributed study materials for Government primary school
- Planting of saplings
- Waste management and cleanliness drive
- Free eye check-up camp followed by the distribution of free spectacles to the people. Awareness programmes are a part and parcel of college activities. Voters' awareness programme is conducted regularly to make the people aware of their voting rights, the right to choose their own representatives and to fight against the malpractices that take place during elections.

Every year the college conducts Traffic Awareness programme in association with the traffic police.

The students actively participate in various Swachh Bharat campaigns that entail cleaning public places. Through various public awareness rallies and street plays, the students create awareness about the importance of keeping the environment clean.

Connecting with the Underprivileged

Our students frequently visit old age homes, orphanages and distribute food items and clothes to the less fortunate. The students show their love and affection to them by spending quality time with them, helping them in their daily routine and cleaning their surroundings. They also bring a smile on their faces by entertaining them through various programmes.

Annual NSS camp is conducted every year. Students visit remote villages to promote literacy and create awareness about health and sanitation. The NSS and NCC students volunteer for the National pulse polio programme.

In collaboration with a few hospitals, health camps are conducted. Special attention is given towards women's health by conducting a programme on breast cancer check-up.

'Green campus drive' and several other initiatives have been taken up by the students of the college. The residents around the college are also involved in promoting waste management, segregation and clean city campaigns.

The College has been awarded '**Best Institution**' award for being the best NCC Unit all over Karnataka and Goa Directorate for the last few years

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 71

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	12	13	16	9

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 80.67

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1437	1173	736	854	869

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 19

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

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

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 37

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	10	9	5	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has consistently adopted a proactive policy in creating an environment conducive to the academic and overall development of students. State of the art infrastructure and modern facilities make the teaching and learning process a delightful experience. The college is situated on a 40-acre campus in the **Bangalore Rural** District.

1. Administrative Block

Principal's Office, Vice Principal's office, Administrative office, Board Room, HR Office, Academic Office, Principal Office, Reception, Front Office & Reception, Staff Computer Room, Radio Room, and Lift

2. First Floor

Manager's Office, Counselling Room, Auditorium-1, Equal Opportunity Cell, Girls' Common Room, Library, Digital Library, NCC Room, Classrooms 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, NSS Room, Red Cross & Gandhian Studies, PG Staff Room, Boys' washroom, Lift and Ramp, Storerooms, Janitor Room-1.

3. Second Floor

Conference Hall-1, Seminar Hall-1, Health Care Room, Staff washroom, Kuvempu Room / Discipline Committee Room, Staff Room-1, Class Rooms 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, Girls washroom & IQAC Room, Placement Room, Mathematics Lab, Yoga & Prayer Hall

4. Third Floor

Electronics Lab, Computer Lab 1 & 2, Class Rooms 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, Staff Room-4, Boys washroom, Psychology Lab, Chemistry Lab, Physics Lab., Extended Library-Newspaper Zone

5. Fourth Floor

Business Lab, Class Rooms 401, 402, 403, 404, 405, 406, Staffroom-5, Janitor Room-2, Girls' washroom, Boys' washroom, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417 & 418., Extended Library-News Zone, Girls' washroom, Boys' washroom. Extended Library-TV News Zone

6. Fifth Floor

Seminar Hall-2, Conference Hall-2, Conference Hall-3, Auditorium-2, Backstage, Men & Women

washrooms

7. Basement

IP & Research Cell, Ambedkar Studies Room, Women's Cell, Media Room, Cultural Store room, Classrooms B001, B002 & B003.

8. Open Auditorium

The open auditorium has the capacity to accommodate 4000 students.

9. Basket Ball Court

The College also has two basketball courts of its own with a pavilion capacity of 500

10. Canteen and food outlets

There are two food outlets and a canteen in the college campus that serve a good variety of food (Veg & Non-Veg) catering the taste of the students.

11. Parking

The college provides the parking facilities for the staffs, students and visitors to the campus. Specific areas are identified for bicycle, two-wheelers and four-wheels.

12. Mini Football Court, and Volleyball Court

Mini football court is an area available for students to practice football after college hours.

13. Lawn Grass Garden

A lawn garden adorned with a bed of grass, plants, trees, flowers, and some pet birds for the students to relax.

14. Herbal Garden & Butterfly Park

Our herbal garden and Butterfly park is near the open auditorium

15. Hostel

The college has hostels for boys and girls. The hostels are fully furnished with additional facilities like washroom, study hall, prayer hall, etc.

16. Auditorium, Gym and Sports room

The college has a Sports room, Gym, Boys' Common room, music zone, and an Auditorium in the basement.

File Description	Document
Upload any additional information	View Document

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

Response:

St. Francis de Sales College is known for its rich cultural ethos which provides a platform for students' intellectual and cultural growth. In aim to achieve this holistic growth, the college has established several Associations and Clubs, promoting cultural activities within the campus and the students representing the same at different levels outside.

Facilities for Cultural activities

The college is fully equipped with all the cultural facilities needed for the students to participate in Inter & Intra Collegiate cultural events. We have the following facilities:

- Open Auditorium (4000 seating capacity)
- Auditorium -2 (1800 seating capacity)
- Auditorium-1 (300 seating capacity)
- Green Rooms
- Backstage
- Men's & Women's toilet
- Cultural Store Room
- Non AC Conference Hall 1
- Non AC Seminar Hall 1
- A/C Conference Room 2 & 3 (capacity of 100 each)
- A/C Seminar Hall 2 (300 capacity)
- Common Room for Girls
- Common Room for Boys

Music Zone – In the basement where students practice Keyboard, Guitar, Drums & Singing

Facilities for Sports activities:

Students practice their sport every day after college hours in the college campus. Cash awards for participation in National and International representation. Special scholarships are offered to students who excel in sports. National level coaches are engaged in for training students in various sports events.

- 5 Basketball Courts
- 2 Volleyball Courts
- 2 Badminton courts
- Cricket practice pitch
- Cricket ground
- Football ground

- Football practice ground
- Soft Ball practice ground
- Baseball practice ground
- Kho-Kho practice ground
- Kabadi practice ground
- Indoor Games – Chess, Carrom, Table Tennis.

Gym Facilities:

The college has made it available for all the students to use the gym daily. We have the hostel students who use the gym in the morning & evening regularly. However, the regular students also attend the gym in the morning & evening as per the timings mentioned below:

- The college maintains a multi-gym facility in the basement of the college.
- We have students using the gym regularly within the assigned timings (6 am to 8 am and 3 pm to 6 pm)
- All the students practising any kind of sport use the gym as part of their physical fitness.
- The gym is maintained daily & ready to be used.
- Mr. Karthik, a student from M.Com, has brought pride to the institution by winning several awards in bodybuilding. The regular workout in our gym has also equipped him to achieve success.
- We witness a good number of our students availing this facility.

Yoga Facilities:

The college has always ensured the students have good exposure to Yoga & its practices.

- A Yoga and Prayer centre is made available in the college premises where students can practise Yoga.
- College faculty trained in Yoga trains the students on basic Yoga.
- International Yoga Day is celebrated on the campus every year.
- The NCC & NSS actively participate in conducting Yoga camps.
- Staff & Students participate actively in the Yoga sessions.
- The importance of Yoga is shared to all the students through the teachers in their respective classes.

File Description	Document
Upload any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 63

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 36.73

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
286.35	88.97	91.87	41.59	56.01

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Keeping in view the significance of the Library in an institution, St Francis de Sales College has a dedicated space allotted for it. The record/catalogue of books is completely computerized and it utilizes the Koha software to streamline the data.

Koha is one of the best open-source library automation software, used by over 3,000 academic, public, and special libraries around the world. Koha has all the modules for a fully-functional library software – acquisitions, serials, members, circulation, cataloguing, reports, and tools. It is a fully-featured, scalable library management system. This software stores difficult-to-obtain, low circulation reports and papers.

This software has the below-mentioned features:

- 1) Catalogue of books – List of books available with the details of segments & versions.
- 2) Entries of Journals & Magazines – Journal & Magazine entries can be made in this ILMS.
- 3) Book search option – Option available to search a specific book of reference.
- 4) Students can check-in & check-out – Check-in & Check-out can be monitored.
- 5) Barcode – Used to scan the details of the book & make it available for use.

The record is kept digitally to streamline the book bank; it also serves the purpose of avoiding hassle in figuring out the number of the book issued as well as books which haven't been issued. To ensure that students can access the books in a hassle-free manner, they can check the availability of books using the library search engine.

The library houses a large number of books which are distributed and divided into various sections depending upon the subject they belong to. There is a wide variety of books covering various disciplines. Each year a number of new books are added to the existing book bank. The library has separate funds to replenish with new books each year. The fund is allocated to each department depending upon the number of students. Our students make the maximum use of the facility and access e-books.

The College library is fully automated. The records of borrowed and deposited books are maintained. The College also has a Digital Library.

The College has a library committee comprising of staff members from the library. The library is well equipped with internet facility and it is student-friendly. The library has a separate section of journals and reference books, especially for the Faculty Members. The textbook section is mainly used by the students.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 3.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.83285	5.83710	4.05651	3.50211	2.13067

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 7.11

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

Response: 120

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IQAC team had collected recommendations from all the departments on improving the college IT infrastructure. The detailed report was submitted to the Principal. Based on which we have procured computers with specialized software relevant to the department. The lab is equipped with the latest software for the usage of the students. All the computers in the centres are provided with the latest updated software and hardware. Internet, printing and scanning facilities are also available. Further, each centre is equipped with uninterrupted power backup. The teaching of information technology and computer-based papers is carried out through OHP screens in the computer centres. Besides, the centres are also available for the students for accessing the internet, practice and for preparation of their projects. Optimal deployment of I.T infrastructure is ensured through conducting workshops, awareness programs, training programs for faculty on the use of new technology. Internet with more than 2 Mbps data transfer rate is available.

The strategic application of new technology has significantly improved the nature of the teaching-learning process. The classrooms play a vital role in promoting innovative and interactive teaching and learning environment. The classrooms have all the modern facilities and technologically advanced audio-visual aids. Virtual learning and online courses are the major highlights of our classrooms and academic activities. The Digital Library is a major highlight in the campus. The digitally advanced library provides numerous facilities and learning resources for students. Students can access library facilities every day. Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians and system administrator. Renewal of AMC is done at the beginning of the academic year for the Software applications, UPS and Generators. The College believes I.T plays a significant role in increasing access to education and enhances skill sets.

The management policy has been upgraded to enhance the use of IT across all areas of operation of the institution. The use of ERP platform across the institution has led to a transformation among different social strata of the student community ensuring equity, excellence and expansion. To ensure adequate IT infrastructure the institution has invested in the following hardware and software. The notable strategies adopted are: the campus is updated with 200 Mbps Bandwidth Internet Speed through which the students' Online fee payment, automated online Examination Fees payment, Hall ticket generation, Online publication of Results, Online tests for selected courses, daily attendance status access, registration of students using ERP, Seating arrangements in the examination hall, Remote Access to Learning Resources through e-Resource Centre, Multimedia Approach to Teaching and Learning, Access to MOOC courses, Conduct Certificate Courses & Internships online, online counselling, and online admission process. These facilities ensure the campus is completely digitalized. This digitalized campus has initiated IT updating for the forthcoming semesters which focuses on Integrating operational systems and processes through updated ERP Solutions across Functional Areas (Integro & Campus Technology) E-governance solutions for Planning, Budgeting and Disbursement. Wi-Fi enabled campus is another attraction.

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 6:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** E. < 05 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 7.74**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
13.56	31.28	15.74	13.31	15.93

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

NETWORK MAINTENANCE:

- The system administrator is responsible for maintaining the Server, UPS and Database of the College along with the telephones, Internet and LAN connections. All the systems in the campus are connected to LAN and are monitored and upgraded regularly.

ESCALATION MATRIX:

- Escalation Matrix is followed to ensure that all the academic and support facilities are maintained properly. Students and Faculty Members can approach the Infrastructure Supervisor for any requests on upgrading or maintenance of facilities. The Infrastructure Supervisor along with the support staff, rectify the observations, and ensure that the system is made available with all its proper facilities.
- Whenever necessary, the Infrastructure Supervisor escalates the matter to the Finance Head to get approval for any purchases, to ensure high quality service and maintenance. Provision is also made to escalate these requests with the Online Grievance Management System.

HOUSEKEEPING:

- The Housekeeping of SFS College is managed by the Maintenance Officer who is appointed by the management.

MAINTENANCE OF CLASSROOMS:

- The classrooms are cleaned once every day preferably in the evening after the class hours or whenever the classrooms are free.
- The classrooms are swept every day and mopped every alternate day.
- Windows, window panes, benches, desks etc. are also cleaned every alternate day.

MAINTENANCE OF CORRIDORS AND STAIRCASE:

- The corridors are swept and cleaned every day.
- Sweeping is done twice every day.
- Mopping is done once every day.

MAINTENANCE OF LABS:

- The labs, lab tables and platforms are cleaned every day.
- The windows, window panes etc. are cleaned once a week
- The cleaning of work tables and glassware are done by the respective lab attenders.

MAINTENANCE OF OFFICE & STAFFROOMS:

- The office floor is swept and mopped every day.
- The tables, chairs, cupboards are cleaned every day.
- The windows, window panes etc. are cleaned once a week.
- Windows, Windowpanes, Glasses, Doors, Ceiling, Light, Fan, etc. are cleaned once in a week.
- White boards are cleaned with chemical solution once in a week.

MAINTENANCE OF RESTROOMS:

- The restrooms are cleaned twice in a day and also when required.
- Dustbins are used for disposal of sanitary waste.

MAINTENANCE OF LIFTS:

- The lifts are cleaned every alternate day.
- The condition of the lifts is regularly monitored.

MAINTAINENCE OF AUDITORIUM:

- Auditorium is cleaned every alternate day.
- Deep cleaning is done before and after every programme held in the auditorium.

MAINTENANCE OF LOBBY:

- The lobby is dry mopped every day.
- Wet mopping is done on alternate days.
- Deep cleaning is done before and after the lobby is used for any programme.

SECURITY

- The campus has 24 hrs security as security personnel are appointed both for the night and day shifts.
- Campus is manned by a security supervisor, who resides within campus, There are 2 security personnel each, for the front and back gate.
- The security checks the ID card of students and faculty at the entry point.
- Visitor's pass is issued with their signature which has to be returned later
- Gate pass is issued for all goods vehicles and for equipments that are taken out for repair.
- Copies of delivery challan are maintained at the security desk.
- The security personnel go on rounds of the campus, basement and 100 mts vicinity outside the campus every hour.
- At the time of emergency or untoward incidents they immediately report to the management, manager and the Principal.

GENERAL MAINTENANCE

- Preventive maintenance is carried out at the end of every semester.
- Stock is maintained for the essential items and stock verification is done on regular basis by the campus manager.
- Requirement of any item is informed to the Principal who inspects the same and a quotation is procured which is approved by the Chairman via the Principal.
- The motors are greased once in 6 months.
- The generators are refilled with diesel as required once in a week.
- Partial maintenance of the AC is done by the electrician in the campus.
- Distilled water is refilled once in a month for maintenance of UPS Lifts are also checked every day.
- Any electrical items which are not in working condition are replaced.

- In house plumber, electrician and gardener are available for maintenance of the campus.
- Ledger book is maintained in the office wherein the staff enters the requirement for the problem/repair to be addressed.
- The ledger book is checked every day by the in house maintenance staff which is brought to the notice of the maintenance manager.
- Manager submits an indent to the principal and the problem is rectified after approval.

MAINTENANCE OF AIR CONDITIONER

- The college has an AMC with BLUE STAR for servicing and maintaining the air conditioners
- Service of all the air conditioners is carried out once in 6 months.

LIFT MAINTENANCE

- Lift in the campus are maintained by JOHNSON
- The college has a JOHNSON for servicing and maintaining the lifts in the campus.

FIRE SAFETY

- Fire extinguishers are installed on all floors near corridors and labs.
- Fire drill is conducted once a year.

BANK SERVICES

- The campus has an exclusive branch of the South Indian Bank, with operating hours from 10 am to 4 pm, in the campus.
- The Finance Head visits the bank daily and ensures smooth functioning

BUILDING INSURANCE

- The building is insured with Digit Insurance company
- The insurance policy covers the insurance of the building structure including the plinth, contents, Standard Fire and Allied Perils (STFI) and earthquakes

HEALTH SERVICES

- The campus has a health centre and a full time nurse is available all the time.
- BP Monitoring, Wheel chair facilities are available at the health centre
- In case of emergency doctors are available on call (Vimalalaya Hospital is outside our campus)
- Narayana Hrudhayalaya hospital is at a distance of less than 1 km

RO WATER

- 1000 litre capacity RO unit is installed in the campus.
- Drinking water is supplied from the RO unit to all floors through two outlets on each floor.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
122	45	24	20	27

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 27.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
482	359	278	300	328

File Description	Document
Upload any additional information	View Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 90.47

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

2018-19	2017-18	2016-17	2015-16	2014-15
1411	1123	993	1023	1037

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 89.39**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 295

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 15

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

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

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	0	0	4	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 4

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The Student Committee is one of the important wings in the College that represents the student body. The purpose of the student committee is to give students an opportunity to develop leadership qualities by organizing and carrying out activities on the campus. The responsibilities bestowed upon the leaders will enable them to prove their strengths and become competent in society.

In addition to planning events that contribute to the College, the Student Committee represents the voice of the student body. They help share student ideas, interests, and concerns with the College management. Students, proving to be responsible in every sense, step onto the pedestal of a leader to take their respective roles in the College and exercise their potential to the fullest.

At St. Francis de Sales College, the Student Committee is elected every year to foster the talents of the students. The election takes place in two steps: the first is the election at the class level whereby we elect class representatives among boys and girls, sports representatives, and cultural representatives at the class level. The nominations to these posts were invited from all the students.

The Student Committee is a platform for the students to prove their leadership abilities and to represent the

student body with the management. St. Francis De Sales College has had a dynamic Student Committee that aims to achieve the goals of catering to the College and the students in every way possible.

These members play an important role in maintaining the code of conduct of the College and reporting any disciplinary issues to the committee members.

The College Student Committee was formed with the following objectives:

- To provide practical exposure and experience to the willing students, through various activities conducted during course.
- To imbibe and inculcate among the Desalites the vision, mission and core values of the College
- To provide constructive feedback on various aspects of campus life, academic programmes, general discipline, library facilities, maintenance of the campus and other student service facilities
- To suggest means for improving the academic quality and standards and research culture.
- To identify and suggest methods of improving student life and students' conduct and discipline
- To help establish and maintain continuous and effective interaction with the Alumni
- To create and encourage an environment for healthy and effective usage of student service facilities and suggest methods for its improvement
- To represent the grievances of the student body to the Management

Besides being part organising team of the major events of the College, the Committee also organises various seminars, pertaining to student development, environmental awareness, etc. throughout the year. They also listen to the grievances of the students of the College and bring it to the notice of the Management.

Apart from the Student Committee, there are several other committees where students are active members like the IQAC, Cultural Committee, Sports Committee etc. These become forums for students to actively contribute to matters related to academic as well as non-academic aspects.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 17.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	13	15	14

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

SFS AMIZADE ASSOCIATION

St. Francis De Sales College firmly believes in bonding with not just the current students but also the students who have been a part of this institution in the past. SFS Amizade Association is the Registered Alumni Association of the College. Amizade is the Portuguese word for friendship.

The College organizes an Annual Alumni Meet - usually conducted on the 3rd Sunday of August every year (August being the month synonymous with friendship) - where the students share their experiences with the current students and faculty members. The staff core-committee coordinates with the Student Committee and Alumni Committee for the planning and execution of the day's programme. The Alumni meet is a grand celebration where old friends get together and relive the moments spent on the campus.

Every year the alumni association comes up with an action plan to make a significant contribution towards the development of the College.

The College has set up an Alumni Fund for the smooth functioning of the Alumni Association. Also, an alumnus can refer the students in the organization they are working. Alumni also take the responsibility of conducting career counselling workshop at times. The Alumni also fosters in the development of the institution by making valuable contributions both monetarily and non-monetarily. They share their perception regarding the infrastructural augmentation in terms of library, laboratories, classrooms etc. as per the latest trends and technologies. Alumni feedback is carried out through an online portal to get their valuable feedback on different prospects. They also give valuable inputs on what significant improvements can be made in terms of employability of students. The input from all these sources are analysed and corrective actions are planned and implemented post discussion with the principal, management and other committee members

Following are a few contributions of the Alumni Association:

- As part of the Alumni Association, the members of the association worked towards lending a hand in some ways possible. There was a review of the previous year's action plan and the goals achieved.
- Contributed towards the furniture of SFS Evening College.
- **Placement:** Many alumni volunteered to help in the placements of the current batch in the companies they worked.
- **Internship:** Some Alumni provided internships to final year students in their organization.
- **Guest Lectures and Motivational talks:** Alumni delivered guest lectures on various topics of relevance for the students.
- **Fund-raising:** Just like every year, this year too, the alumni contributed funds for various developmental activities of the College.
- **Scholarship:** The alumni association had plans for providing scholarships to meritorious students.
- **Contribution of Sports Equipment:** The Alumni Association contributed sports equipment for the use of the present students.
- **Contribution of Books to the College Library:** The Alumni Association contributed general knowledge books that would help students preparing for various Competitive Exams.
- **Networking Platform** – Created a strong alumni network that is now one of the best professional networking platforms available today for the growth of St. Francis de Sales College.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

As the vision of our College states, we provide a centre for excellence for students with highly qualified faculty, very amicable support staff and the institution run by able management. We impart quality education that includes cultural and moral values. The College is run by MSFS Fathers, who have two centuries of experience and expertise in imparting quality higher education in every continent of the world. The MSFS Fathers are optimistically committed to forming the 'Future world citizens' through more than 160 quality educational institutions in India.

Management has a planned system in place. Every process is streamlined and the support staff carry out their duties in an excellent way. The college has all the policies and procedures delineated and it is made mandatory to go by the system created by the management for the smooth functioning of the institution.

The process of the events is chalked out at the beginning of the year and is approved by the Academic Council. At the end of every year, the suggestions and feedbacks are received from the staff, students and other stakeholders for the improvement of the system. Based on those suggestions and feedback, the events are planned and executed by the dedicated staff. The staff and the management always discuss the execution of events and their valuable suggestions are always highly valued.

The faculty members are made to be a part of every decision-making Committee and they spearhead the discussions and conversations. The decision made at the faculty level is then presented to the management. The management then discusses the proposals with the faculty in-charge of the committee or event and arrive at a conclusion. Thus, at every decision-making process, the faculty and the management work hand-in-hand for the success and development of the institution.

The management takes every initiative to improve the quality of education and to make it meaningful in every possible way, every staff in the college is made to understand the Vision and Mission of the college. The management conducts various Faculty Development Programs, Orientation Programs and Research-Oriented Seminars, Workshops and Conferences for the staff to keep them updated. Every decision made in the College will benefit the student community and their welfare is the prime motto of the College. The institution concentrates on its overall development which includes the development of the students, faculty, technology and infrastructure.

The Vision and Mission of the institution are reiterated through working on Infrastructure and ICT Developments, Enriching Library Resources, Encouraging Research, Conducting Various Activities for the Students, Focussing on the Professional Development of the Faculty, Enriching the Curriculum, Providing Counselling to Students, Feedback, Having an Inclusive Environment and Having a Visionary and Affiliative Leadership.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

St. Francis de Sales College invites all the stakeholders to have a participative approach in the functioning of the College. The Governing Body heads the College affairs and the executive decisions are approved at this level. The Academic Council, along with the IQAC Coordinator meets at the beginning of the academic year and the proposed plans are taken for discussion and planning. The inputs from various stakeholders and various committees are also presented before the Council for discussion.

The powers invested with the HODs and Coordinators as a means of Decentralisation Process:

To cater to the various needs of the College, the management has decentralised the powers to the HODs of the departments and the Coordinators of various Committees and Cells. The decision-making power is given to the HODs on deciding about the curriculum development, planning the events for the department, executing the plans and deciding on the students' welfare. They are given the liberty to introduce and adopt various innovative teaching methodologies. The HODs of the departments are on the interview board and the prospective candidates for their departments are selected based on their suggestions and recommendations. They are in charge of planning and executing improvement strategies for the students and organising parent-teacher meetings. They have the right to sanction casual leave for their department faculty and organise educational tours and research program for the students.

Various Councils, Committees and Cells are created and their coordinators are empowered with the freedom to manage the Councils, Committees and Cells as a means of decentralisation measures. The Coordinators of various events also have the freedom to decide on the events, dates and organising the events. The coordinators have the right to delineate the functions and structure of their Cells and Committees.

The major cells and committees include Exam Cell, Research and IP Cell, Student Committee, Grievance Redressal Committee, Internal Compliance Committee, Anti-ragging committee, Equal opportunity Centre, Alumni Association, Career Guidance and Placement Cell, Counselling Centre along with twenty-five other Cells, Committees and various departmental associations work harmoniously for the welfare of the students.

Participative Management

An innovative practice of the college is having a Daily Staff Review Meeting (DSRM) where the teaching and the non-teaching staff are invited for a discussion at the end of every day and the forum is open for discussion on the topics which needs the management's attention.

One such decision was constructing a spacious auditorium and having an increased number of conference

halls for the students. The closed auditorium at the College was not spacious enough to accommodate the growing number of students. The students as well as the staff recommended the construction of a bigger auditorium. The management approved their recommendations and a bigger and more spacious auditorium was constructed on the fourth floor of the college. Another decision that became fruitful was the implementation and use of ICT enabled classrooms which were again implemented based on the collective decision of all the stakeholders.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College creates its perspective plan every five years with the focus on improving the quality culture. The perspective plan aligns because of the vision and mission of the college. To frame the perspective plan of the institution, the IQAC conducts meetings with the management, Academic Council, Student Council and various Committees and Cells, Alumni, Industry experts and various Stakeholders. The viewpoints and suggestions of all the stakeholders are taken into consideration. The perspective plan is then framed and approved by the Governing Council of the College, which is later executed by the IQAC.

The perspective plan includes all the key elements for the improvement of the College. The key objectives include Improving the Quality of Education in the Institution, Facilitating Research Opportunities, Human Resource Development, Infrastructure Development, Curriculum Enrichment, Academic Excellence and Student Progression. Based on the key elements, the plans are chalked out and the management and IQAC work towards achieving the goals set by the plan.

One of the important plans that have been executed is the expansion of the PG courses. As a college that caters to the educational needs of the rural students, it planned to upgrade the PG Centre by adding a good number of programmes to provide the students with an opportunity to continue their Post Graduation at the same college. Since there were no colleges with PG programmes in the nearby vicinity, the College took up the initiative and added programmes like MA English, MA Journalism and Mass Communication and M. Com FA in the year 2017-2018. In addition to it, a pure science programme was introduced for the first time in the college – BSc Physics, Chemistry, Mathematics.

As the students from the rural background, studying UG Programmes at the institution, wanted to continue their education at the same institution, the management increased the number of PG Programmes during the assessment period. Adding to that MA Economics, MSc Mathematics and two Diploma Programmes were also introduced in the 2019-2020 academic year. For the present academic year, MBA and BBA Aviation Programmes are also introduced. The College plans to add a greater number of programs at both the UG and PG levels in the upcoming years.

Apart from introducing more courses, the institution also improves on its infrastructure to accommodate

the increasing number of Programmes. A science wing was constructed in the college with high-class lab facilities to serve the needs of the Science students. A well-equipped media room was constructed to support the MA Journalism and Mass Communication Programme and the Journalism students at the UG level. A NEWS space was also created for enhancing the students' knowledge.

The Library plays a huge role in quenching the knowledge thirst of the students. A separate section for the PG students was created in the library and a good number of books for the PG Programmes were added to the library. MOOC courses and certificate courses were also introduced to the PG students as part of enriching their curriculum.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

St. Francis de Sales College functions in a very linear process and has all the policies in place making the institution operate in a well-organised manner. The Governing Body, comprising the visionary trustees, leads the institution towards excellence, transformation and efficiency. The Principal at the helm of affairs steers the college in the path of development. The IQAC supports the management in effectively planning and executing the plans for improving the quality culture in the College.

The Academic Council, along with IQAC plays a very crucial role in planning the teaching-learning process. The Academic Council is responsible for all the academic activities and the activities are planned to have a holistic development for the students. The academic set up of the institution has the HOD's at the top, who lead the departmental activities and to support them, the department coordinators are placed next to them. The HOD's take the lead in framing and executing the curriculum and the coordinators take the role of organising the events and supporting the students in their development. The mentors play a crucial role in the making of the students into a wholesome personality.

The institution has constituted various Committees and Cells at the institutional and departmental levels for the effective functioning of the institution. The objectives and functions of the Committees and Cells are well defined and oriented to all the stakeholders. These Committees and Cells support the management at every level and they take up the responsibility of moulding the students into future citizens. These Committees and Cells also adhere to the vision and mission of the institution.

Special mention should be made to the Student Committee, which contributes by involving themselves at each step of the College affairs. Research and IP Cell contributes in every way possible to improve the research quality of the institution. The statutory bodies function to support and resolve the issues of every student in the institution. The Alumni Association upholds the values of the College and contribute to its

development. Apart from the Committees and Cells, every academic stream has an Academic Club which functions to develop the cognitive skills of the students.

The organisational structure is framed in a way that it follows the bottom-up approach, where every student is connected to all the level of management in the College. The students' development is the prime concern of the institution and it can be seen in the way it functions.

The policies and procedures are in place for the smooth functioning of the institution. The roles and responsibilities of each stakeholder are defined and the same is handed to the stakeholders for the better understanding of the institutional policies. The academic and administrative office of the College works in line with the administrative setup and they provide the required assistance in the functioning of the institution.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

St. Francis de Sales College creates an ambient atmosphere for the teaching as well as non-teaching staff by having facilities to make them feel comfortable and motivate them to work in a satisfied manner.

The following are the welfare measures provided to create a better workplace for the Teaching Staff:

1. Medical reimbursement in deserving cases
2. Scholarships to the staff's children studying under the same umbrella of institutions
3. Festival bonus for staff
4. Provision of Laptop to staff on an easy monthly instalment
5. Reimbursement of the registration amount for attending research activities
6. Funding for minor research projects
7. Bus facility
8. Coffee during break time
9. Seed money for research
10. Free Wi-Fi facility and digital library facility
11. Staff who have completed 10 years of service is honoured and felicitated
12. The required books for teaching and research are procured through the library
13. A separate place for staff is allotted in the library
14. Two-wheeler and four-wheeler Parking facility is exclusively available for staff
15. Power sockets and internet connectivity in every work station
16. Dedicated Computer room with the printer for staff
17. On-Campus bank facility
18. Daycare facility for staff kids
19. Emergency medical support
20. Staff who are pursuing higher education can utilise the library and ICT structures and permitted to conduct the sampling process in the college with prior permission
21. Well maintained staff rooms, canteen, and hygienic restrooms

23. In house nurse and medical room facility

25. Educational leave is a provision awarded to the faculty to absent him/her from work for upgrading his/her academic capacities and no salary is deducted for the same

26. Special leave on instances of serious illness, accidents, etc., can be availed

29. Orientations on new developments

30. Annual increments are made as per the policy of performance appraisal

The welfare measures provided for the Non-Teaching Staff:

1. Financial support for staff whose kin has passed away

2. Interest-free loans for repair and construction of houses

3. Scholarships to the staff's children studying under the same umbrella of institutions

4. Festival bonus for staff

5. Free uniform for the housekeeping staff

6. Medical reimbursement in serious cases

7. Regular orientation and development programs

8. In house nurse

9. Annual increments are made as per the policy of performance appraisal

10. Causal and special leaves are given as per leave policy

11. Bus facility

12. Coffee during break time

13. Staff who have completed 10 years of service is honoured and felicitated

14. Two-wheeler and four-wheeler Parking facility is exclusively available for staff

15. On-Campus bank facility

16. Daycare facility for staff kids

17. Emergency medical support

18. Rooms with lockers for staff

19. The institution assists the faculty members in applying for a loan

Apart from the welfare measures provided, there is a counsellor who is available on the campus to address the issues of the staff. The HR also replies to the queries raised by the staff in administrative issues.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 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

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

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	4	2	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

St. Francis de Sales College not only believes in the holistic development of the students but also in the comprehensive development of the faculty as well. To provide them with an opportunity to evaluate themselves and improve on the fronts where the faculty needs attention, the College has a performance Appraisal System in place for both the teaching as well as non-teaching staff.

For the teaching staff, there are various methods to ascertain their capabilities. As a first step, feedback is taken from the students concerning the teaching skills and the support provided by the staff in their learning process. The criteria on which the students evaluate the faculty include preparation and quality of teaching, communication skills, remedial teaching skills, availability and approachability, ability to inspire and motivate, respect and concern for students, ability to generate and facilitate discussion during the class, referring to the library and reference materials to widen the students' knowledge and the teacher's hold on the subject.

A self-appraisal form is filled by the staff which covers the areas like research, academical

accomplishments, SWOT analysis of the self and the result analysis of the subjects they handled. Later their self-appraisal forms are evaluated by the HODs/Coordinators and the same is forwarded to the Principal. The Principal also evaluates the staff based on their performances and a one-to-one meeting is also called in to discuss the areas of improvement. An overall analysis of all the analysis is consolidated and the faculty is rated for their performances on various capacities. This rating is communicated to the staff and the staff use it as a reference to improve their performances on various fronts. Thus, the evaluation system has a 360-degree appraisal aiding in the holistic development of the staff.

For the non-teaching staff, the same set of procedures is in place as the teaching staff. First, the students provide feedback on them. The criteria include punctuality and discipline, availability and approachability, teamwork and leadership, professional demeanour, respect for students, speedy service, technical and communication skills, documentation, office management, professionalism and performance.

The non-teaching staff self-appraise themselves by filling in the forms which include their professional skills and SWOT analysis of the self. The same is forwarded to the Principal. The Principal evaluates and gives suggestions and observations to their development.

During the appraisal meetings, the teaching and non-teaching staff are also encouraged to give their suggestions and observations on the functioning of the institution, which the Principal observes carefully and discussions on the important points are made to improve the functioning of the institution.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal audit of the institution is done every year by the Trust Authorities and the external audit is done annually by one of the reputed auditors' in Bangalore - Lawrance Tellies Associates.

The college has a well-functioning administrative office and an HR who takes care of all the financial transactions in the institution. Every financial transaction has to be approved by the Principal and the HR is responsible for maintaining the records. The records are kept intact and ready for verification at any point in time.

The internal audit is done in March every year. The Administrator along with his finance team conducts the internal audit. The institution submits all the records of the expenditure and income including invoices, vouchers, bank transfer details, salary details of the staff, policy documents, MoUs, etc., for their reference. The administrator collects all the details and carries out complete scrutiny of all the documents submitted and the same is later given to a professional auditing firm to prepare the balance sheets. The internal auditing does not only look into the financial affairs of the institution but also examines the complete functioning of the institution. The administrator and his team make observations on the financial affairs of

the institution which help them to plan and approve the budgeting of the institution.

The External Audit is conducted by a team of CA from Bangalore Lawrance Tellies Associates and they verify all the financial accounts of the institution. All the data needed is submitted by the Manager of the institution to the auditors. They seek verification in case of any discrepancies.

They then prepare the balance sheet of the institution and submit the same to the management. The management tracks all the auditing and maintains a record of the proceedings.

If there are any auditing objectives from the CA's side, it is reported to the Manager of the institution and he sets up an inquiry on the same. The inquiry report is submitted and further action is taken. Till date, there have not been any audit objects from the internal as well as external audit.

File Description	Document
Upload any additional information	View Document

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

Response: 80.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
75.8202	3.43	1.02	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The Institution has a very strong mechanism to monitor the effective and efficient use of the available financial resource. The Principal is the chief signatory of every financial transaction. The

institution carries all the financial transactions through the bank only. The bank transaction records are maintained in a flawless manner. The financial resources are effectively monitored through both internal and external audit of the accounts.

The College is a self-financing college, and hence most of the funds of the college are self-generated. Every year the college management plans the budget for the College, based on the funds available. The college generates funds through:

1. Student's fee
2. Donations from non-governmental organisations
3. Donations from individuals
4. Donations from Alumni
5. Interest from Corpus funds

The funds are allocated for the following:

1. Infra-structural development
2. Payment of salary for the staff
3. ICT developments
4. Updating the library
5. Payment for resource persons and conducting seminars/conference/workshops
6. Seed funding for minor research and support for research paper publications
7. Support for staff on emergency

The college is now established as a PG Centre and is promoting research and development. The College will be trying for government and private funds to promote research.

The institution has a Finance Committee in place to plan the budgeting of the institution. The Committee consists of the Principal as the Coordinator, the Vice Principal as a member and the Finance Administrator as a representative from the management. The IQAC Coordinator, the academic and administrative representative and a staff representative also are the part of the Committee to give their valuable suggestions and recommendations. Based on the income generated, the committee delineates a plan for the next year. Before the planning, the committee considers the inputs put forth by various stakeholders in the development of the college. After considering all the possibilities of planning, a budget is prepared and the same is executed. Plans are made to generate more income to convert the institution into a higher seat of excellence.

File Description	Document
Upload any 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

Response:

1. The Complete Learning System

The IQAC always works for the upliftment of the college and improves the quality culture of the teaching-learning process. In view of that, a complete system is in place to systematise the teaching-learning process. Before the beginning of every academic semester, the teaching faculty are required to prepare the Course Plan and submit it to their respective HOD. The Course Plan has to contain all the elements of teaching like the portions to be covered, activities to be conducted, the mode of teaching and the outcome of teaching the lesson.

To have a check on the Course Plan, the staff has to fill in the logbooks which reflect the status of teaching in every class. The Academic Journal also needs to be filled which will be a record of the teaching of particular staff. The Academic Journal will be a reflection of the Course Plan and the book will be scrutinised by the HOD and then submitted to the Principal. If there are any discrepancies, the faculty is called by the Principal and an explanation is asked for the same. To improve the functioning of the system, Academic Council meetings are conducted regularly. The faculties are encouraged to attend syllabus review meetings at universities and they also participate in setting up University question papers and in answer script evaluation process.

The learning process is checked by conducting periodical test and model exams. The result analysis plays a major role in the teaching process, as it helps to identify the strength and weakness of the student and help the teachers to improve on their teaching process. The result percentage has seen a steady rise and the number of students getting placed is on the rise as a result of this process.

2. ICT and Development

The IQAC has initiated the use of ICT in the teaching and learning process. The teachers use various ICT tools to teach the students in a better manner and to make teaching an interesting activity. The college uses 'Campus-Technology' as our ERP partner and its software supports in numerous ways in educating the students. The faculty are encouraged to use online classes and upload their videos for the reference of the students. Reference materials are also uploaded to the platform for the benefit of the students. Flipped classroom and other non-structured modes of teaching help the students to learn in a more engaging and interesting manner.

Staff are encouraged to develop e-content on various topics for the holistic development of the students. Experiential learning is encouraged by having real-time teaching and various activities to make the students have a practical understanding of their subject. The staff encourages the students to present and publish papers on the latest developments in their subjects and lead them to do research and step into innovation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Internal Quality Assurance Cell at St. Francis de Sales College is established as a quality sustenance measure. The Cell monitors the quality of the academic delivery process, aids in improving the teaching-learning process, supports in improving the quality of research, extends its support in conducting various extension and collaborative activities, works tirelessly to have knowledge infusion through having MOUs with various national and international academic institutions.

Recommendations for Quality Enhancement of the Institution made by NAAC in the previous Cycle:

- Create a Centre for Research.
- Initiate more UG Programmes such as Physics, Social work.
- PG Programmes in humanities, commerce and computer Science may be introduced.
- Faculty should publish in refereed International and National Journals.
- Faculty may apply for Major Research Funds from external and Govt. Agencies.
- Provisions for more funding for library and ICT be made.
- As far as possible NET/SLET qualified candidates should be recruited as faculty.
- Alumni Association should be formally registered.
- Ramps for physically challenged persons should be constructed.

Create a Centre for Research:

The institution has developed into a PG Centre during the assessment period, with five PG programmes being offered. As the vision of the College states, the institution offers a holistic development for the students. The institution has taken measures to establish the PG Centre as a

research centre and as a stepping stone, the management has taken steps to construct a PG Block with world-class amenities to establish a full-fledged research centre in the campus.

The Research and IP Cell functions tirelessly to promote research in the institution by conducting orientation programmes on the modalities of research, conducting various seminars and conferences and providing financial support. The College provides all possible support to its students to change their ideas into beaming reality. As part of aspiring their ideas into reality, the Incubation Cell – Aspire was started in 2017 as part of the Research and IP Cell. Till date, three start-ups have been initiated by the Cell.

Initiate more UG programmes such as Physics, Social work:

The institution had its humble beginning with only one programme at the UG level. Today, the institution offers various programmes at both UG and PG level. The programmes are diversified and meet the need of all the students who want to fare well in their career and life. The institution has started a pure science programme at the UG level – B.SC - Physics, Chemistry and Mathematics during the year 2017-2018.

PG programmes in humanities, commerce and computer Science may be introduced:

Though most of the students prefer the Commerce Programmes, the institution started with the Science and Humanities programmes for the aspirants of such programmes. Though the intake of the students was less for the Science and Humanities programmes, these programmes offer more scope for innovations and understanding of the society at large. The courses introduced during the assessment year were: M.Com, M.Com FA, MA English, MA Journalism and Mass Communication, M.Sc Psychology.

Faculty should publish in refereed International and National Journals:

The faculty have been encouraged and supported by the institution to present and publish papers in the refereed International and National Journals. The institution supports all the faculty members in research and professional development programs and has research support policy and leave policy in place to motivate the faculty to pursue research activities. Most of the faculties have published their research articles in National and International Conferences and Seminars and in refereed journals.

Faculty may apply for Major Research Funds from external and Govt. Agencies:

The institution has received the 12(b) and 2(f) recognition from the UGC and is now an eligible institution to receive government funds under the regulations of UGC. Steps are taken by the Research and IP Cell to procure funds for the research projects from the government as well as external agencies.

Provisions for more funding for library and ICT be made:

As the college gears up for the use of technology, all the classrooms are ICT enabled and provides certificate and MOOC courses through online mode. The college also has an efficient ERP partner, who provides the platform to conduct online classes, to upload recorded lectures, providing various options to conduct activities, offering capacity enhancement and skill development programs. The campus is completely ICT and Wi-Fi enabled, which supports easy access to information.

The library is equipped with a good number of books and every year, the number of books is on the

increase. Digital Library is enhanced by adding a good number of digital books and reference materials to the database.

As far as possible NET/SLET qualified candidates should be recruited as faculty:

The institution has a good number of Professors who have completed their PhD degree, cleared their NET/SET and who are currently pursuing their doctoral degree. There are around 11 faculty who are PhD/NET/SET qualified and 16 faculty who are pursuing their PhD.

Alumni Association should be formally registered:

The Alumni play an important role in the growth of the institution and their contributions have always been appreciated. To make them an integral part of the system, the Alumni Association - Amizade is now a registered association and will continue to promote the values of the institution. The Association provides a forum for the Alumni for exchange of ideas on academic, cultural and social issues and to engage them in productive pursuits that contribute to the welfare of the society.

Ramps for physically challenged persons should be constructed:

Ramps are constructed and elevators are installed for the ease of movement of such students. The ramp and the elevator pathway are connected in a way, that the differently-abled students could easily move around the campus. Special restroom facilities are also available for such students. Scribes are also provided for the students to write their exams. Software supporting the reading capacities of the differently-abled and audiobooks are installed in the library and the mentors give special attention and care to such students by providing guidance and assistance.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

St Francis de Sales College firmly believes in gender equality and equity.

- The institution shows gender sensitivity by providing many safety and security measures, the institution is under 24 hours CCTV surveillance.
- The Women's Cell of the institution ably guided by a senior counsellor who plays a crucial role in dealing with women-related issues.
- Equal preference is given to girls and boys during the time of admissions. Facilities like a common room for girls is provided.
- Personal hygiene is one of the focal points where the institution provides separate restrooms for boys and girls. The institution has installed sanitary pad winding machine and conducts regular workshop to inculcate consciousness about safe disposal of sanitary pads.
- The daycare facility is available within the campus for all the kids of various institutions on the campus.

We have efficiently taken up many quality initiatives related to health, hygiene, work-life balance, nutrition etc. The institution has also seen a rise in the number of women employees. Women are given importance in decision-making and their talent is acknowledged and appraised. Management promotes equality at the workplace by bestowing the same kind of benefits to both the genders concerning monetary benefits.

The Women's Cell is a statutory body of the college with proactive members constantly striving to advocate and reiterate the message of equity and equality. The cell has also been dynamic in creating awareness programs on women's rights, safety, law etc. Eminent people from various professions have graced the occasions to impart their knowledge and thoughts to empower women. The cell ensures the active involvement of the girl students to effectuate the plan of action.

Resource persons from several NGOs are invited to promote social welfare. The focus of the institution is to devise work-life balance for its employees, especially women. The management of the institution facilitates the employees in striking balance and proving ourselves in both the spaces.

Another important point of the institution is health and hygiene. Separate restrooms are available for boys and girls. The women's cell steers plan of action to foster health and hygiene. The institution has installed sanitary pad winding machines in the ladies' washroom in the view of endorsing healthy sanitation.

The institution has zero tolerance towards any kind of gender bias or discrimination on the campus. The management is extremely alert towards issues related to gender and the campus has posters as reminders for nurturing the same.

Transportation facility is made available to all the students. Girl students earn the benefit of getting

dropped and picked up at their doorstep to ascertain their safety and security. Gender and social protection have been given high priority in our college and our institution upholds this by contributing to the welfare of students and faculty members.

Girls and boys are encouraged to take part in intra-college and inter-college competitions. There are girls' and boys' teams for all the sports activities, and they are encouraged to represent the institution at the state, national and international levels.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

"There is no such thing as waste."---Leonardo Da Vinci

One of the core values of St Francis de Sales College (SFS) is being committed to providing a quality campus environment, SFS institutes have developed a comprehensive and efficient waste management plan to recover the large number of recyclables generated waste at the campus.

For the sustainable development of society, it is important to judiciously handle environmental issues like solid, wet and hazardous/E-waste management. Having understood this social responsibility, the institute has been divided into different zones to manage waste resourcefully. The residential zone includes the hostels and the academic zone comprises of different departments, laboratories, cafeteria, lawns, sickbay, guest house and workshop. Each of these zones is further sub-divided into different collection points. The waste generated is separately collected at predetermined sampling points. The compositional solid waste is segregated in the following categories:

- *Plastic*: Bottles, Bags, Straws, Cups, Styrofoam
- *Paper*: Cardboard, Paper, Newspaper
- *Other materials*: Glass, Metals, Leather, Rubber, Textile
- *Garden waste, Food waste*
- *Hazardous waste*: Batteries, Medicines
- *E-waste*: Electronics and Electrical waste

All waste is managed by sanitary workers allotted for different buildings on the campus. Dustbins are placed at different locations on the campus. Some of them are placed in the classes and laboratories. Dustbins are also placed in front of the cafeteria and on the corridors at some places. These bins are emptied daily in the morning around 11:00 am to 11:30 am. The collected waste is transported to the disposal sites within the campus. The organic part of the waste is turned into manure by using sustainable practices such as composting and vermicomposting. The wet waste is taken to the 2 Biogas plants on the campus.

Recycling our resource recovery is a key attribute in waste management, and it is very easily feasible in case of paper. Paper wastes are sent to the recycling plant (ITC) to make eco-responsible products like paper made pencils.

E-waste or electronic and electrical waste is regularly collected from the campus and the neighbouring institutions. The college has an agreement with **SAAHAS Zero waste NGO** for recycling e-waste.

Encouraging waste reduction will reduce the quantity of waste and efforts required for disposal. So, intensive awareness programs are undertaken, and students are taught the best waste management practices.

Segregation at the source is the key for making a sustainable waste management system. Training has been given to the sanitary workers for the proper handling and disposal of waste. Health issues if any of sanitary workers have also been looked after.

Liquid waste, unwanted water which cannot be used for human consumption is treated. Liquid waste is treated at the STP plant. The treated water is reused on-campus farm and garden. Treated Sludge is also reused as compost in farms and gardens. The management has efficiently taken up many quality initiatives related to health, hygiene, and nutrition.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

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

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

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

Response: C. 2 of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

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

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

Response:

We, the Fransalians (SFS family of staff, students and management) passionately believe that “*The heart of Education is the Education of the heart*”. The college holds its reputation in moulding students as global citizens.

- Students across seven countries are part of the SFS family
- To promote a homely and friendly atmosphere for the outstation and the international students the management has formed various associations such as NEDA (North East Desalites Association) and DASA (Desalite Associate for South African)
- The geographical location of the college facilitates multilingual students.
- The education policies adopted by the management carry out the components of inclusive education for the rural, urban and global community.
- To foster the spirit of unity in diversity and harmony the college celebrates Ethnic Day.
- To support the economically weaker students, various scholarships are offered in addition to provide helping hand to acquire part-time jobs. The college supports and promotes the concept of “*earn while learn*”.
- To eliminate gender disparities in admissions and education, the admission application form has a separate column for male, female and transgender.

The institution ensures inclusive and quality higher education for all and promotes lifelong learning. This innovative strategy focuses not only on learning outcomes but also practises inclusive learning.

Certainly, the college carries out zero discrimination in all its aspects. Diversity in the college campus has a positive impact where the students enjoy a non-discriminatory environment. Moreover, all the students feel a greater sense of responsibility and belonging. NEDA, DASA associations are aimed at creating an inclusive environment for communal harmony, to celebrate multicultural fest, intellectual interaction with diverse peers to upgrade vocational and technical skills for employment, and also it ensures safe space with great comfort.

Perpetually, the college stands as a beacon to attract the multilingual students across countries. It provides ample opportunity for students from various lands and languages to assemble under one roof. The

institution provides options for multilingual students to opt from various languages like Kannada, Hindi, Telugu, Malayalam, Tamil, Urdu, Sanskrit, French, Arabic, and Additional English as their second language.

The cultural fest showcases the country's richly diverse culture. The ethnic day is a celebration of communal gathering where students of different races, nations, religions and states come up together to exhibit the uniqueness of their culture by wearing traditional costume, share cuisines, music, etc., This special occasion spreads unity in diversity and communal values under one roof.

To endorse a non-discriminatory environment, the college offers scholarships and part-time jobs to strengthen the financial status of the students. The institution has also established ground rules for interactions, a common language for teaching and learning, and inclusive classroom behaviour for all the students and faculty. Also, numerous strategies are implemented to create a productive and inclusive environment in the college campus.

Further, the college has crystal clear plans in providing equal access to educational and vocational training for all the students and special attention for the differently-abled.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

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

Response:

We firmly believe in the motto of the institution, *'Excellence, Transformation, and Efficiency'*. Through this motto, the institution has pledged itself to contribute and serve society. The blooming graduates of St Francis de Sales College (SFS) are trained to uphold moral values and impart constitutional principles.

- The institution strongly believes that the values of our great leaders have to be taught to our students, in this regard institution has initiated Ambedkar studies, Gandhian studies, and Literary works of Kuvempu.
- We believe that our faculties and staff can set good examples for our students to follow, so we strive to promote in our words and actions unity, integrity and universal brotherhood.
- In an effort in moulding students as responsible citizens and understand our constitution, culture, heritage, subjects like "Indian constitution and Heritage" and "Culture and Diversity " were made mandatory subjects for every student to attain their degree.
- Innumerable values practised by the national legends are inevitable in this modern world.

The eminent leader Mahatma Gandhi is an embodiment of peace. Gandhi's principles are very relevant

doctrines for this digital era too. Hence the institution has made a custom to conduct various activities which reflect the life and principles of this versatile person. Under Gandhian Studies, various programs like a quiz about Mahatma Gandhi, Street plays and skit on Gandhi were conducted on Gandhi Jayanthi day. The plays and skit were focused on the theme of 'non -violence' and 'truth' which Gandhi propagated all through in his life.

We also celebrate Martyrs' Day in our institution. On that day, we honour those who are recognised as martyrs for the nation. Every year, January 30th is observed at the national level as martyrs day in India. This date was chosen as it marks the assassination of Mahatma Gandhi in 1948, by Nathuram Godse.

We conduct various competitions on Independence Day to instil in the minds of the students patriotic feeling, national values, rights, duties and responsibilities of a true citizen of our nation. Rallies are held spreading awareness that India embraces peace and are strictly against terrorism.

Our constitution emphasises on women empowerment and emancipation in all sectors. The Women's Cell conducts various programmes for women empowerment.

Workshops, seminars, talks and competitions at various occasions are conducted stressing the need of upholding human values, protecting our flora and fauna, wildlife, etc Our students are also educated at various occasions about climate change, waste management, water crisis, alternative energy sources and other key issues of the environment. Awareness among the students and staff was created by conducting essay writing competition and guest lectures. They also took a pledge on the World environment day, not to harm nature and environment, but protect it by all means.

As a whole, our institution stands as a beacon to impart these important human, national and environmental values. By conducting various national and international events every year, the objectives of creating awareness about their duties, rights and responsibilities as a national and global citizen are eventually achieved.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

St Francis de Sales College provides students not only learning and social opportunities, but also a wide range of other learning experiences through gatherings, cultural festivals, national festivals, social campus events, volunteer/community programmes, conferences and opportunities to celebrate our culture and heritage through various events. We believe that such celebrations will foster the values of unity in diversity in a democratic and culturally diversified nation, our motherland, India.

Patron's Day (St.Francis Day) is celebrated every year on 24th January in the college auditorium. **The Independence Day** is celebrated wonderfully in the College by the faculty members and students of all the departments. The program begins with flag hoisting, followed by the singing of the national anthem, message by the chief guest, few cultural events and end with the vote of thanks. Last two years we celebrated independence day along with other institutions on the campus.

Teacher's day is celebrated every year by the students on the 5th of September by organizing a program for the teachers in the college auditorium which includes dance by the students, singing by the college choir and games for the teachers. On every Teacher's day **Blood donation camp** is organised giving a wonderful message for humanity– **"Share life, Give blood"** Around 300-400 students donated their blood & selflessly contributed to the society.

Gandhi Jayanti was celebrated on 2nd of October every year with some programs like quiz or skit on Gandhi to create awareness about our father of the nation. **Kannada Rajyothsava** was celebrated with pomp and honour at St.Francis de Sales College on 1st of November. The Karnataka State flag is hoisted by the chief guest.

National Science Day is celebrated every year to mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman to promote and create enthusiasm among students towards building higher career opportunities in the field of pure science.

The Republic day is celebrated by having parade by the NCC & NSS students of the College. Flag hoisting and other cultural events. The festive bells at St. Francis are chimed through the entire advent season and on December 25th by commemorating 'the **Christmas day.**'

Our college has various other celebrations like **Fresher's day, Graduation day** and many other inter and intra-collegiate cultural and sports competitions. Workshops and seminar are conducted on **International Women's Day, World Health Day, World Environment Day** etc, and such events were addressed by eminent speakers to enhance the knowledge of students about the importance of celebrating such occasions. **Book fair** is organized every year as **Library day. World Population Day, International youth day, National Nutrition day, Hindi divas, Tourism day, Valmikijayanthi, World Mental Health Day, Animal welfare day, National Unity Day,** are few other days and events marked and celebrated appropriately every year.

Students of St Francis de Sales can benefit professionally as well as spiritually by doing or participating in various celebrations, events and activities as participants or as volunteers.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	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:

Title 1: DEVELOPING MINDS – STUDENTS' NATIONAL SEMINAR

Objectives

- To develop critical, analytical, and creative thinking skills
- To seed inquisitiveness in the Students''
- To give a platform to Students'' to present their work
- To build and support great and valuable talent
- To explore new research areas.
- To use and upgrade recent technology
- To showcase the talents of academic researchers
- To engage them in the process of acquiring knowledge, comprehending, Application, Synthesis, Analysis, and evaluation
- To foster effective communication
- To deploy life skills

Content

Students' seminar is an intellectual platform to inculcate interpersonal and intrapersonal skills in many ways. Students' seminar has abundant benefits, including gaining expert's knowledge, networking with others, enhancing communication skills, renewing motivation, confidence and so on. This intellectual forum has been practised as a weekly seminar since 2013 on all Wednesdays. Students' seminar provides the way to endless possibilities for the Students' to showcase their unique skills and innovative ideas. Speaking at events and conferences is a good way of building credibility. Effective Students' Seminar skills can help with career advancement, as they focus on creativity, critical thinking skills, leadership abilities, and professionalism which are very essential for the job market. The Students' National Seminar (2015) has been unveiled to fulfil the aspirations of the innovative minds. In 2018, the Multi-Disciplinary National Students' Seminar has unveiled to impart amalgamation of knowledge. The energetic minds are actively involved in upgrading their skill set.

Practice

The Student's Seminar can significantly boost Students' confidence. Furthermore, blooming graduates get an opportunity to share valuable insights and opinions to the world. The areas of focus for 1st-year Students are overcoming the fears and insecurities, breaking the inhibition, build confidence and to speak out their views and so on. Students' confidence levels will grow as they go from speaking to small groups of people up to large audiences. Students' will come out of their nervousness and learn to deal with fears and turn Students' weakness into a strength. Mentors and other facilitators assist them to refer to reviews of various research articles and guide them to develop ideas relevant to current scenarios. Through this process, the blooming graduates gain experience in analysing the concepts and exhibit in the presentation.

Students' seminar is a brilliant way to build critical thinking skills. The second-year students could choose their area of interest for presentation. Preparing for a seminar requires a great deal of careful thought, from the audience analysis to the closing sentence they could access various research platforms through a digital library which lays a path to uncover a wide range of research openings. With the continuous support of the facilitators, the students could select a topic, derive, and define the theme, organise the ideas, analyse and eventually structure the concepts matching to current trends of the digital era. Through this practise the budding researchers gain experience to synthesize and evaluate the theme. Communication skills are crucial for personal and professional success and improving this area is one of the greatest benefits of students' seminar. The final year students are very independent in choosing the area of interest for presentation. The digital library in the campus is a knowledge hub which provides materials to prepare the seminar. The facilitator guides the Students to think critically about effective ways to communicate. This persuasive strategy to design the best framework and diction to communicate their point of view to the audience can help the students improve communication skills in other areas of student's life. Students' seminar engagements expand student's professional network and new social contacts. Soon after the presentation, the students get the opportunity to network with other speakers they also use this valuable opportunity for making friends. The students learn to persuade, to argue, to build leadership skills and performance skills these are the other benefits of students' seminar. This brings to the limelight that the young minds get an opportunity to refine their critical thinking skills.

Evidence of Success

One of the greatest benefits of Student's Seminar is it helps students to upgrade their skills and knowledge. Student's Seminar builds self-confidence and leadership skills. The programme has brought tremendous change in students' approach and attitudes. Students could overcome nervousness, stage fear, inhibition, and anxiety. As adults, they gained confidence and acquired practical knowledge in applying the concepts

in day to day life. They are equipped to the level of decision making in critical situations. Eventually, many students from UG and PG have presented papers in National Seminars and Conferences. A few students’’ have even published papers in UG Care-listed journals and articles in newspaper and books.

Problems Encountered and Resources Required

St Francis de Sales College is in the outskirts of Bangalore. Most of our students are from rural schools and many of them are first graduates in their family. In observation and analysis, it is noted that the obstacles for the progress of students are anxiety, stage fear, lack of communication, lack of proficiency, lack of confidence and fluency in the official language and also fear of being judged by others restrict their exposure to this world. Students are hesitant to clarify the doubts, also often they refrain from voicing. These underrepresented students are not provided suitable training and guidance in pre-college which leads to unsuccessful attempts in academic performance. The aim to introduce outreach and engagement programs such as conducting Spoken English and motivation sessions is to overcome the barriers and provide enrichment opportunities for underrepresented students to gain skills and knowledge which is essential for their professional progress. Summer programs are designed and executed targeting rural youth.

Title 2: ICT AND ONLINE SKILL DEVELOPMENT PROGRAM

Objectives:

- To make the process of teaching easy and interesting with the help of new aids in technology.
- To give a new dimension to teaching and learning using technology
- To encourage students to develop the appropriate personal skills that are essential for independent learning by way of using ICT
- To assist students to develop their potential to their fullest by facilitating the acquisition of knowledge and focus on higher-order cognitive tasks rather than on lower-order routine tasks
- To help students with special needs to integrate themselves within school and society and make them more independent
- To boost the confidence of the students improve productivity, give direction through proper skill development, and optimize their employability
- To provide students with an understanding of the expectations of the industry
- To bridge the skill gaps and make students industry-ready
- To provide an opportunity for students to develop interdisciplinary skills.

The context that required the initiation of the practice:

Many challenges are faced by the students to attend skill development courses as most of them go for’’ earn and learn’’ part-time jobs and hence, there is a need to offer needed facilities like ICT and mass audio systems and conduct skill development courses.

Practice:

- Lectures of the faculty were recorded and uploaded for students who missed and wanted to refer.
- The E contents were uploaded for reference such as PPT, reference online links.
- The skill development classes were conducted thrice every week in which the students' login through their mobiles and the classes were conducted via the centralized audio system.

- The courses may be accessed through POSTO Mobile App through which online courses will be attended.
- The attendance of the students can be monitored as well using the app.
- The projectors were installed in all the classes for this purpose.
- The faculty were given laptops on a monthly EMI basis for preparing the E content.
- The faculty were encouraged to enrol for various MOOC and Swayam courses.

Evidence of Success:

Students acquired skills in the different fields such as soft skills, listening, body language, e-skills such as writing an email, preparing a resume, excel, web designing etc and making Business presentations, and personality development skills such as how to handle stress, leadership and many more. Students benefited by gaining much-needed skills and knowledge, which helped them to gain more confidence to face the world. Many students in the college are from rural backgrounds, with the technology-based classes for skill development made their learning more interesting and also tech-savvy. Students were equipped to use mobiles in a constructive manner. Skill development through ICT has paved a path for students to get accustomed to online classes. Assessments conducted by the staff ensured that students were involved in taking the online courses. Students have even extended their ICT skill in helping school students in nearby government schools.

Obstacles faced if any, and strategies adopted to overcome them:

Initially, technical glitches were faced by the students in logging into the POSTO app through their mobiles and the internet connectivity issues were also an obstacle.

Strategies adopted to overcome the obstacle:

The class hours were allotted for pursuing skills development courses. These courses were pursued three days a week. Once students login online, the public announcement system/ is also played. They could listen to the lecture. They answer the MCQ questions and they do assignments too. The faculty conduct assessments regularly to ensure their understanding.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

“Earth is here so kind, that just tickle her with a hoe, and she laughs with a harvest.” - Douglas Jerrold

St Francis de Sales College (SFS), from its inception, strives to provide a centre of excellence for a holistic formation of the young who are capable of both transforming themselves and of acting as catalysts of transformation in the society building a progressive and secular nation. Understanding this universal truth and the fact that one of the most important sectors of the Indian economy is Agriculture, SFS College decided to form Desalite Farmer Friendly Association (DFFA) under the guidance of Rev. Fr. Benny and Rev. Fr. Timson, the then Principal and Vice-Principal of the College. SFS College is located in a semi-urban area with the majority of the population depending on agriculture for a living. SFS College had taken this unique, socially responsible move on 15 October 2014.

- To motivate young minds to willingly shoulder the responsibility for building a just and humane society.
- To provide a helping hand to the farmers who are the caretakers of the earth.
- To empower the rural community by understanding their struggles and supporting them.
- To enable them to understand modern practices and advanced methods in agriculture.
- To introduce the latest techniques, cutting-edge agricultural machinery, agro-industries, dairy, and other allied services.
- To enlighten them about the importance of conservation of natural resources and the benefits of organic farming.
- To promote cooperative leadership, self-help groups, and rural women empowerment and others.

DFFA was inaugurated on 15 October 2014. The chief guest of the ceremony was Prof. Kandukuri V. Seetharamaiah, Associate Dean, Acharya NG Ranga Agricultural University. He addressed the gathering about the importance of such initiatives as it would help the unorganized farmers. While congratulating the management for venturing into farmer-friendly programmes he underlined that such inventiveness would encourage the youth to appreciate and help the farmers. Principal Rev. Fr. Benny gave an inspiring presidential address. Students performed a mime on the theme of ‘The struggles of farmers in India’.

2015-16: On the International Women’s day, DFFA in association with the Center for Social Entrepreneurship (CSE) celebrated Women’s day in Santhanpalli and Denkanikottai. An assessment of self-help groups was conducted to ascertain how the loan and microfinance borrowed by women were being used. The function was graced by an official from NABARD, Panchayat President, bank officials, and 450 participants.

During the same year, our college made a giant leap by adopting a farmer named Eshwar Nayak. He was trained and taught Multi-Crop Natural Farming. Using the newly learnt techniques he was able to cultivate successfully. Eshwar’s success motivated 450 other farmers to learn the same technique from Eshwar Nayak and the students.

Travel and Tourism students were taken to Ballary and Hampi to do a documentary on its temples, cultural heritage, and the agrarian society. They studied the administrative strategies of emperor Krishnadevaraya that aided farming. They also visited various government schools to spread awareness on environment protection through farming. DFFA’s initiative enabled students to understand the lifestyle of farmers and prepare a report based on their experience which would benefit them in the future.

2016-17: On 20 February 2017, DFFA organized a village visit for Travel & Tourism students to Appaswamy Thanda in Bagepalli Taluk, Chikkaballapura District, for MULTI CROP WORKSHOP WITH

FARMERS. This initiative led students to experience rural life. Since many foreigners visit India and learn Indian traditional farming wisdom, it is fitting and proper that our students too have at least a little bit of hands-on experience in the agricultural field. Villagers actively participated in the activities and awareness sessions on girl child education conducted by our students.

During the year interns from Netherland visited the College and had a healthy discussion with DFFA student representatives. They understood Indian culture, farmers, and agricultural practices with the help of DFFA.

DFFA in association with CSE introduced students to backyard gardening, terrace gardening, and various farming related initiatives.

2017-18: India is a nation with such a tremendous youth power. DFFA in collaboration with the CSE, assisted the students from the Mahatma Gandhi University to do their internship at SFS College. DFFA enabled them to have an in-depth grasp of mixed crop cultivation and the advantages which can be enjoyed by the farmers if they are rightly oriented and monitored.

Distribution of livestock at Santhanapalli Village in collaboration with CSE. 30 pairs of chicken and fruit-bearing trees were distributed to support the farmers.

Ms.Anupama a student of DFFA had come out with a social entrepreneurship model to revive and protect the lakes from getting contaminated.

2018-19: On 24th October 2018 Centre for Social Entrepreneurship Development conducted a programme at SFS College in collaboration with DFFA. It focuses on nurturing social entrepreneurs from the rural, semi-urban, and backward categories. DFFA helped the Entrepreneurs to dig into their strengths and weaknesses. The organisers listened to their ideas and helped to realize their business plan in a better manner. By being part of this initiative students were also able to identify their entrepreneurial abilities.

“National Farmathon” event which was scheduled to take place in June 2019, was successfully launched on 23rd December 2018 at SFS College. The distinguished speakers of the event were Mr Narayana Reddy, Dr Surya Kumar, Dr Acharya, Mr Sundar Raman, and Rev.Dr. Roy, the Principal. ‘Kisan Diwas’ awards were distributed under various categories in the agricultural sector.

On 23 and 24 June 2019, the **‘National Farmathon’** was held at SFS College. This was a two-day event where the Consumers and Farmers were brought together. On the first day, there was a run for the protection of farmers and an exhibition. On the second day, a seminar was conducted for the farmers to enlighten them to gain better results.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

St. Francis de Sales college has been recognised as the **Swachhta Action Plan institution**. This recognition is from the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Human Resource Development, Government of India. It's an acknowledgement of the efforts in this situation of COVID-19, for Sanitation & Hygiene, Waste Management, Water Management, Energy Management and Greenery.

The College also has won the **Best Institution Award and the Award for NCC** in the senior division under Girls Category for two consecutive years in the Karnataka-Goa Directorate.

The college was awarded **National Excellence Award 2020** for the Outstanding Contribution to the Promotion and Development of Rural Education. This award was announced by the Praxis Group, New Delhi in association with Education Connect, a leading online education portal.

The college was honoured with the **Chanakya Award by Public Relations Conference of India (PRCI)** for Teaching Excellence and Contribution to Education on Feb 15, 2019. The award was received on Feb 15, 2019, at Manipal University, Jaipur and was given by Mr. Sunil Arora, Chief Election Commissioner of India and the Vice Chancellors of Bangalore Central University and Manipal University, Jaipur.

The college has started with the professional courses like **MBA**, approved by the **AICTE** and **BBA Aviation** from the Bangalore University.

The NCC Unit of St. Francis de Sales College is a part of 1 Karnataka Battalion and offers training under the **Army, Navy and Air wings of the NCC** for both boys and girls and is the only college that has NCC shooting range in all of Karnataka state.

The college will be establishing an **Innovation and IP Cell** in collaboration with the Karnataka State Council for Science and Technology, Bangalore in the present academic year.

The College also has planned to establish itself as a **Research Centre** in the coming academic year.

Concluding Remarks :

St. Francis de Sales College is a centre of empowerment to form the young generation learners to shape them into valuable citizens, not only to the country but to the world at large. The college with its best of the class infrastructure has always opened its doors to new developments in the field of education and has embraced the same for the development of the students. It promotes lifelong learning, research and analytical skills and social responsibility. The college with its clear vision and mission, dedicated faculty, enthusiastic students, encouraging management and the support of various stakeholders will pursue to achieve greater academic excellence in the pursuit of knowledge, transformation and efficiency.

The following is the link for Supporting Document of Extended Profile:

https://www.sfscollege.in/Extended_Profile.php

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are added within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>13</td> <td>11</td> <td>11</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>10</td> <td>9</td> <td>11</td> <td>9</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	16	13	11	11	9	2018-19	2017-18	2016-17	2015-16	2014-15	14	10	9	11	9
2018-19	2017-18	2016-17	2015-16	2014-15																	
16	13	11	11	9																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	10	9	11	9																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1154</td> <td>975</td> <td>880</td> <td>902</td> <td>892</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1023</td> <td>710</td> <td>843</td> <td>918</td> <td>889</td> </tr> </tbody> </table> <p>Remark : Revised as per the authorized list attached.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1154	975	880	902	892	2018-19	2017-18	2016-17	2015-16	2014-15	1023	710	843	918	889
2018-19	2017-18	2016-17	2015-16	2014-15																	
1154	975	880	902	892																	
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1023	710	843	918	889																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field</p>																				

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	8	7	6	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	8	7	6	6

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 1623

Answer after DVV Verification: 1623

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
749	601	355	374	438

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
749	601	355	374	438

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1060	1100	910	840	780

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1060	1100	910	840	780

Remark : Accepted the initial HEI input as per the supporting document. Re-enrolment not considered.

2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 562"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>263</td> <td>219</td> <td>144</td> <td>135</td> <td>205</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 775"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>250</td> <td>210</td> <td>144</td> <td>76</td> <td>160</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	263	219	144	135	205	2018-19	2017-18	2016-17	2015-16	2014-15	250	210	144	76	160
2018-19	2017-18	2016-17	2015-16	2014-15																	
263	219	144	135	205																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
250	210	144	76	160																	
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1055 1046 1184"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>08</td> <td>07</td> <td>04</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1267 1046 1397"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>10</td> <td>05</td> <td>04</td> <td>04</td> </tr> </tbody> </table> <p>Remark : Revised with respect to the year-wise teachers as per 3.1 in the extended profile.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	11	08	07	04	03	2018-19	2017-18	2016-17	2015-16	2014-15	11	10	05	04	04
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	08	07	04	03																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	10	05	04	04																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 368</p> <p>Answer after DVV Verification: 298</p> <p>Remark : Revised considering the current year data only w.r.t 3.1 in the extended profile.</p>																				
3.1.2	<p>Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 1</p>																				

3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>15</td> <td>13</td> <td>13</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>12</td> <td>11</td> <td>12</td> <td>9</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	19	15	13	13	11	2018-19	2017-18	2016-17	2015-16	2014-15	16	12	11	12	9
2018-19	2017-18	2016-17	2015-16	2014-15																	
19	15	13	13	11																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
16	12	11	12	9																	
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1014 1046 1149"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>4</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Revised considering the ISSN numbers available in the UGC-Care list. Data template is blank and year-wise list of research papers is not attached.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	9	8	4	3	2	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	8	4	3	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	0	0	0																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>8</td> <td>4</td> <td>1</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	9	8	4	1	5	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	8	4	1	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

1	9	7	1	0
---	---	---	---	---

Remark : Revised considering books with ISBN number & papers in national/international conference in the assessment period.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	14	15	10	6

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	12	13	16	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	12	13	16	9

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	12	10	6	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	10	9	5	4

Remark : Revised excluding MOU's with the sister institutions under the same Trust.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 63

Answer after DVV Verification: 63

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
286.3475	88.96975	97.96831	45.42768	61.41513
9				

Answer After DVV Verification :

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

286.35	88.97	91.87	41.59	56.01
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Remark : Revised excluding vehicle purchased in the infrastructure augmentation as per the attached statement.

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

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

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

Answer After DVV Verification: A. Any 4 or more of the above

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

Answer before DVV Verification : A. ?50 MBPS

Answer After DVV Verification: E. < 05 MBPS

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
44.88207	60.72863	30.57592	28.07593	34.82887

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13.56	31.28	15.74	13.31	15.93

Remark : Revised considering only repairs & maintenance as per the attached statement as the other expenditures are already considered in the metric 4.1.4

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

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

Answer before DVV Verification:

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2018-19	2017-18	2016-17	2015-16	2014-15
482	359	278	300	328

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
482	359	278	300	328

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
94	122	73	77	62

Answer After DVV Verification :

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

Remark : HEI has opted out this metric

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

5.2.2.1. **Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 296

Answer after DVV Verification: 295

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	16	7	16	6

Answer After DVV Verification :

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

Remark : Performance as Semifinalist & Runner-up not considered, participation also not considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	13	15	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	22	13	15	14

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

Answer before DVV Verification : B. 4 Lakhs - 5 Lakhs
 Answer After DVV Verification: E. <1 Lakhs

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : Revised considering serial nos. 3 & 4 as per the supporting documents.

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

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:

2018-19	2017-18	2016-17	2015-16	2014-15
45	35	29	28	24

Answer After DVV Verification :

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

Remark : Expenditure is not reflected in the audited income and expenditure statement. No proper proof for having paid to the teachers is attached.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	45	35	28	27

Answer After DVV Verification :

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

Remark : The programs are already claimed in 6.3.3. HEI has not given the contents and resource person details.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75.8202	3.43	1.02	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
75.8202	3.43	1.02	0	0

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : Any 4 or All of the above

	<p>Answer After DVV Verification: B. 3 of the above Remark : Considered serial nos. 3, 4 & 5 as per the proper proofs attached.</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : The newly attached document is not related to this metric. Considered only Serial nos. 1 & 5.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : Considered serial no 1, 2,4 & 5.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Considered serial nos. 1 & 2 as per the supporting document. Programs are not considered as photographs are not provided with date & caption.</p>

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>890</td> <td>890</td> <td>712</td> <td>997</td> <td>905</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 465 986 577"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>890</td> <td>890</td> <td>712</td> <td>997</td> <td>905</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	890	890	712	997	905	2018-19	2017-18	2016-17	2015-16	2014-15	890	890	712	997	905
2018-19	2017-18	2016-17	2015-16	2014-15																	
890	890	712	997	905																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
890	890	712	997	905																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1623</td> <td>1276</td> <td>1033</td> <td>1105</td> <td>1169</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 929 986 1041"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1623</td> <td>1276</td> <td>1033</td> <td>1105</td> <td>1169</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	1623	1276	1033	1105	1169	2018-19	2017-18	2016-17	2015-16	2014-15	1623	1276	1033	1105	1169
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2018-19	2017-18	2016-17	2015-16	2014-15																	
1623	1276	1033	1105	1169																	
3.3	<p>Number of Computers</p> <p>Answer before DVV Verification : 262</p> <p>Answer after DVV Verification : 262</p>																				