SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST FRANCIS DE SALES COLLEGE

ST. FRANCIS DE SALES COLLEGE, ELECTRONICS CITY P.O.
560100
www.sfscollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Francis de Sales College (SFS), located in Electronics City, Bengaluru, is one of the leading institutions of higher education in Karnataka. It is managed by the Missionaries of St. Francis de Sales (MSFS), who firmly believe that *"The education of the heart is the heart of education,"* as propounded by their Founder, Fr. Peter Mary Mermier.

Established in June 2004, St. Francis de Sales College is a minority institution with a secular policy, open to students from diverse backgrounds. The College is permanently affiliated to Bangalore University. It was granted "A" grade by the NAAC in 2015. The Postgraduate Centre was added to the College in 2017. In 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 9001:2015 Certified Institution.

The College seeks to pursue excellence in teaching, learning, and research, efficiency in innovative scholarship and intellectual inquiry, and transformation of the world by the inculcation of moral values and a sense of community. Our goal is the integral formation of students who make a difference in the world by their commitment to nation building and global concerns. We cater to the educational needs of everyone, especially those from the disadvantaged backgrounds in the rural and farming community in the area. We place a special emphasis on supporting the first-generation graduates from this region.

SFS College strives to formulate student-centric educational programs focused on emerging and futuristic needs. We provide a robust academic training that equips our students with the knowledge and skills needed for success. We also foster a well-rounded development that goes beyond the classroom learning and academic boundaries. Abundant opportunities are provided to the students to participate in co-curricular and extension activities, nurturing responsible citizens who will feel inspired and confident to contribute to sustainable social transformation in various domains.

St. Francis de Sales College is a vibrant community that empowers individuals to excel academically, grow holistically, and contribute meaningfully to the society.

Vision

"Excellence, Efficiency, Transformation"

Mission

Love of God and Service to Humanity

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Well-defined Vision and Mission:** St Francis de Sales College is guided by a well-defined Vision and Mission, emphasizing human and ethical values.
- **Diversity:** The College attracts students and Faculty/Staff members from across the country and globe.
- **First Generation Graduates:** The vast majority of the students at SFS College are first generation graduates, and we handhold them in their educational journey.
- **Continuous Growth:** The College shows continuous growth in student enrollments, infrastructure facilities, new courses offered, and placements, fostering a dynamic educational environment.
- **Academic Excellence:** Achieving excellent results in all UG and PG programs with students earning laurels as University rank holders and centum scores demonstrates the College's commitment to academic excellence.
- **Promoting Brilliance and Holistic Well-being:** Focus is given to training all categories of students for their overall well-being.
- **Scholarships and Opportunities:** The College provides to students scholarships and opportunities for career development and academic pursuits.
- **Top-notch Infrastructure:** The College provides top-notch infrastructural support, offering great facilities for academics, sports, and extracurricular activities.
- **Community Service:** The students are actively involved in helping the community through various extension activities, displaying the College's commitment to social responsibility.
- **Sports and Cultural Achievements:** Students excel in sports and cultural activities, earning positions in university, state, and national teams, reflecting the College's support for diverse talents.
- **Exemplary achievements:** The NSS, NCC, KCD, and R&R demonstrate exemplary achievements and contributions with outstanding records.
- **Diverse Collaborations:** The College has multiple MOUs with academic institutes, universities and industries, enriching the educational experience for both students and Faculty/Staff.
- **Digital Library and IT Infrastructure:** Fully equipped Digital Library with INLIBNET, NPTEL, DELNET, and other databases, enhancing research and academic resources. The Wi-Fi-enabled campus facilitates a tech-savvy environment.
- **Campus Facilities:** Various on-campus facilities benefiting both students and faculty, ensuring a conducive learning environment.
- **Dedicated Faculty and Staff:** The institution is staffed with well-trained, dedicated faculty and staff who mentor students for holistic development.
- **ICT-enabled Classrooms:** The College promotes experiential learning with ICT-enabled classrooms, fostering a dynamic and interactive learning experience.
- **Alumni in Influential Positions**: The College has produced many graduates who are well placed and influential in the academia and industry.

Institutional Weakness

- Limited financial allocation for research in the past placed the College at a disadvantage in research and development.
- While gross enrollment has increased, the low enrollment in a few departments is a cause of concern.
- More solar-powered installations are required to rely on non-conventional energy resources.
- The academic constraints of not being an Autonomous College poses difficulties for students in terms of higher education and placements.

Institutional Opportunity

- There is a potential for introducing more professional courses such as MCA, MSW, AI related courses, and industry-integrated programs.
- With good infrastructure and scope for expansion, the College can obtain the autonomous status from UGC.
- The College can work towards developing it into a College with Potential for Excellence (CPE) and mobilizing the resources.
- The College can initiate the process to have a UGC Care Listed Journal.
- The College can explore possibilities of tie-ups with foreign universities for cultural immersion programs, joint conferences, research collaborations, etc.

Institutional Challenge

- The College faces challenges in mobilizing funds for research and devleopment from external organizations.
- The low socio-economic situation of the majority of the students who are admitted to College (many being first generation graduates) poses a challenge, especially with regard to their language skills, level of understanding, and communication skills. This results in an unsatisfactory level of absorption, comprehension, and communication, especially in the first two semesters.
- To train future entrepreneurs and academic leaders, more research grants and business collaborations are required.
- The recent developments related to Artificial Intelligence pose challenges in the teaching-learning process.
- Students opting for Science and Arts courses are less and orienting them towards such courses from Class 12 is a major hurdle.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Curriculum of St. Francis de Sales College encompasses the syllabus prescribed by Bangalore University, Add-on/Certificate Courses, Skill Development Courses, Bridge courses, and co-curricular and extracurricular activities to have a holistic development of the students. The institution has adopted the National Education Policy 2020 (NEP) that allows the students to have a wide variety of subjects to learn from.

The Academic Council of the institution takes the lead in designing the curriculum for the students. The Academic Council and IQAC approve the Certificate and Add-on courses and the calendar of events for each semester. Course plans are prepared by subject experts along with the Course outcomes to give students the mapping of the modules and their outcomes.

To bridge the gap between the academia and industry and make the students industry-ready and prepared for the rapidly changing world, Add-on Courses are offered by every department. 45 certificate courses were offered in the past five years and the institution makes it mandatory for the students to register for the Add-on Courses as part of their curriculum. The Add-on courses are offered in blended mode and that aids in having the flexibility to the learning pace of the students.

The PG students take up the MOOC courses as part of their curriculum and the UG students are also

encouraged to enroll in the courses and add credits to their degree. Cross-cutting issues like Professional Ethics, Gender, Human Values, Community Empowerment, Environment, and Sustainability are integrated through the curricular and co-curricular activities. Life values are taught to students by integrating them with the lessons taught. Inter-disciplinary courses also allow the students to learn a wide range of values.

The feedback is sought from different stakeholders at the end of every year on the curriculum and the IQAC initiates the feedback. The feedback analysis is made and the analysis is discussed and presented in the Academic Council. The HODs of the departments plan the next academic year with the feedback provided and improve their curriculum with more experiential learning like industrial visits, projects, and field visits.

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 assisted and accompanied. A special counselling team is appointed during the admission process to guide the students toward selecting their programs.

The admission procedure is also a transparent one and the seats are allotted to the deserving candidates. Various Scholarships are provided for the economically weaker sections of the students. The students are oriented on various issues concerning their studies, jobs, personality development, capability enhancement, etc.

The teachers facilitate the students' learning by way of teaching, mentoring, evaluating, and supporting in all their endeavours. Every student is allotted a mentor to guide them and support them in each step of their college life. Learning through experience is given priority at the institution and the course plans are designed in such a way as to facilitate hands-on learning.

Every course has assignments, seminars, presentations, and activities like debates, group discussions, and so on. ICT tools are used by every faculty and students are encouraged to learn through apps and games.

Students undergo regular evaluative exam process and their performance is evaluated transparently. The slow learners are supported by giving special attention and participative learning is encouraged at every level of learning. The semester exam results are analyzed 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 grievance mechanism is in place to address the issues faced by the students related to exams.

Outcome Based Education has been adopted by the institution and the Programme outcomes and the Course outcomes are mapped at the beginning of each semester and the same is made available for the students. The process helps the faculty to stay focussed on the outputs and helps the students to understand the purpose of their study.

Research, Innovations and Extension

The Aspire – Entrepreneurship Cell of St. Francis de Sales College has taken a lot of initiatives to orient and encourage students to support their journey of becoming entrepreneurs. The institution has tie-ups with the Karnataka State Council for Science and Technology and conducts IPR programs under the guidance of the Council. We also have a Standard Club initiative by the Government of India to encourage students to use

standardized products. The institution is ranked with 2 stars from IIC and has been funded to conduct the Impact Lecture Series. An incubation center is set up in the institution and ideas have been generated through the center.

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. Many seminars, workshops, and webinars have been conducted to promote research culture in the institution. Incentives are provided to faculty for publishing research papers in UGC CARE-listed publications and in books and chapters.

Extension activities have been one of the key areas of importance in the institution as they pave the way to serve society. NCC and NSS play a key role in contributing to society and through DISHA – Desalite Initiative for Social and Holistic Action, all the students are encouraged to take up social service. Various cells and committees fall under the wider umbrella of DISHA and encourage students to participate in activities that help the neighbouring community.

The NSS has adopted villages under Unnat Bharat Abhiyan and the College has been selected for funding under the scheme. The NCC unit has been appreciated and awarded for being the best team in the Karnataka and Goa province. The institution has received appreciation and recognition from various organisations for its commendable service to society.

MOUs are signed to support the students and give them exposure to research collaborations, internships, and student and faculty exchange. Collaboration with industries is also made to give training to students.

Infrastructure and Learning Resources

St. Francis de Sales Colleges has consistently adopted a proactive policy in providing the best physical facilities and an environment conducive to the academic and overall development of students. The College campus is spread over a spacious stretch of land with lush greenery and State-of-the-art infrastructure and modern facilities making the learning process a delightful experience. The College has ICT-enabled classrooms, well-equipped laboratories, computer labs, wifi access, and air-conditioned seminar rooms and auditoriums. The campus is user-friendly to physically challenged and differently abled persons with wheelchair accessibility and elevators that facilitate movements to all the floors.

The Institute has an excellent library with a vast collection of printed books and journals as well as e-journals. The INLIBNET, NPTEL, and DELNET databases and the digital library provide the students and staff with additional tools necessary for their intellectual growth, critical inquiry, and a profound appreciation for lifelong learning. Best library user awards are provided to students and staff to encourage the usage of the library.

The College has multiple playgrounds for sports activities like Basketball, Baseball, Volleyball, Football, and Cricket, and a fully furnished gym and fitness center to support the physical wellness of the students and staff. Facilities are also provided for the indoor games. We have a serene yoga centre for meditation and prayer.

The campus is Wi-Fi enabled and has integrated software for all its administrative and academic activities. The institution has a vast IT infrastructure with state-of-the-art laboratories. The labs are equipped with the latest software and instruments for the use of the students. All the computers 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 to access the internet, practice, and for preparation of their projects. Optimal deployment of IT infrastructure is ensured through conducting workshops, awareness programs, and training programs for faculty on the use of new technology.

Student Support and Progression

The College is committed to excellence in all spheres, and 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 freeships. Every year, based on the needs of the students, new scholarships are made available for the needy students. Orientations are given to students on both government and institutional scholarships to make them aware of the facilities. The scholarship cell supports the needy students by facilitating various scholarships.

Capacity-building programs are offered to all the students to train them to have life skills. Various In-Bound and Out-Bound Trainings are organized for students to facilitate self-awareness, emotional and physical health, leadership skills, team work, etc.

There is a dedicated placement cell that facilitates internships and placement to the students. The placement and career counselling cell organizes career-oriented programs and promotions for the benefit of the students. Placement drives are conducted on the campus and students attend off-campus interviews as well.

Orientation programs on higher education opportunities 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 physical and mental health 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 statutory cells like the ICC, Grievance Redressal, OBC, SC/ST 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. The students are encouraged to actively participate in various state, national, and international cultural competitions and sports tournaments, and they have brought laurels to the institution. The alumni network is strong and supports the institution in various capacities.

Governance, Leadership and Management

Since 1838, the Missionaries of St. Francis de Sales who run SFS College have been known for their trademark legacy of excellence, efficiency, and transformative impact in education. The Vision and Mission of the College capture this spirit and reflect the institution's commitment to have a holistic development and integral formation

of the students to make them socially responsible citizens. The management involves all the stakeholders in the decision-making process by way of discussions and feedback. Their inputs are given prime importance as they are the pillars of the institution.

The College has all the organizational policies in place. The institution has 45 cells and committees and every department has its own clubs and associations for the overall development of the College as well as each of the departments. The Perspective plan of the institution provides a road map for the growth of the institution. Every faculty takes up their responsibilities and takes the lead in their assigned jobs.

The College has an ERP - Linways Technology, which helps the institution 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 different enrichment programs and various in-bound and out-bound trainings are organized to enhance their knowledge and teaching skills. The performance appraisal helps in understanding the strengths and weaknesses of the staff, which in turn will help in the development of the staff as well as the students.

The IQAC as the heart of the institution takes up various initiatives to plan, execute, and achieve the institutional excellence. The IQAC conducts internal and external academic audits to have a transparent functioning of the institution and ensure the overal quality. The IQAC continuously works to create a success atmosphere in the institution through organizing various quality programs and orientations and by conducting Academic and Administrative audits regularly. The institution also tries to find funding for its development and adequately plans its budget for the optimal utilization of the resources.

Institutional Values and Best Practices

The motto of St. Francis de Sales College is to provide a center of excellence for the holistic and integral formation of our students who are capable of both transforming themselves and acting as catalysts for the transformation of the society. They become the epitomes of efficiency in organizing and managing their own lives and building a progressive nation. The instituttion aims at imparting quality education, offering professional skills, and inculcating life changing moral values. The students are encouraged and taught to organize their lives with a deep sense of faith in God, cultural sensitivity, service mentality, and concern for the fellow human beings and nature.

The vast majority of our students are first generation graduates, and the College ensures that we handhold them in their educational journey.

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

For differently-abled students, the institution provides all possible facilities such as adequate infrastructure, moral support, and software facilities supporting the learning process. SFS College has a well-defined code of ethics for students, faculty, and stakeholders and it is published on the College website. A well-formed committee monitors the discipline in the College. The College holds its reputation for moulding

students as global citizens. The education policies of the College ensure inclusive education for the rural, urban, and global communities. The institution celebrates national and international festivals throughout the year to create awareness and capture the essence of the nation and the world.

Service to humanity is ensured by conducting many extension and outreach programs under the banner of DISHA. A comprehensive development of the students is achieved through Wednesday seminars (MindCraft) which help them develop their knowledge and social skills.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Binu Edathum parambil	080-27836165	9591981031	-	iqacatsfs@gmail.com
IQAC / CIQA coordinator	Tharini P	-	7022370051	-	iqac@sfscollege.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	07-12-2018	View Document
12B of UGC	07-12-2018	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**
AICTE	View Document	15-05-2023	12	

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, Electronics City P.O.	Urban	7	16809

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,Professional Tourism and Travel Management	36	PUC	English	60	18
UG	BCom,Commerce,	36	PUC	English	400	321
UG	BBA,Business Administration,Aviation Management	36	PUC	English	120	105
UG	BBA,Business Administration,	36	PUC	English	60	18
UG	BSc,Science, Mathematics Computer Science Electronics physics Chemistry Journalism Psychology	36	PUC	English	240	106
UG	BCA,Computer Applications,	36	PUC	English	80	80
UG	BA,Humaniti	36	PUC	English	250	97

	es,Journalism Psychology Optional English Economics Sociology History Political Science					
PG	MCom,Commerce,	24	UG	English	50	0
PG	MCom,Commerce,Financial Analysis	24	UG	English	50	33
PG	MBA,Business Administration,	24	UG	English	120	101
PG	MSc,Science, Psychology	24	UG	English	30	9
PG	MSc,Science, Mathematics	24	UG	English	30	10
PG	MA,Humanities,Economics	24	UG	English	30	2
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	36	PG	English	4	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	5				5				116			
Recruited	5	0	0	5	5	0	0	5	29	87	0	116
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				31
Recruited	13	18	0	31
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	0	0	4	0	0	5	18	0	32
M.Phil.	0	0	0	1	0	0	1	19	0	21
PG	0	0	0	0	0	0	23	50	0	73
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	805	397	0	1	1203
	Female	793	132	0	0	925
	Others	0	0	0	0	0
PG	Male	145	19	0	1	165
	Female	134	29	0	0	163
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	73	94	53	46
	Female	64	69	74	60
	Others	0	0	0	0
ST	Male	8	30	7	4
	Female	5	8	10	3
	Others	0	0	0	0
OBC	Male	214	216	142	85
	Female	217	190	162	150
	Others	0	0	0	0
General	Male	198	208	235	285
	Female	125	91	138	146
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		904	906	821	779

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution offers courses from various streams like Commerce, Business Administration, Humanities, Science, and Computer Applications. The institution is affiliated with Bangalore University which offers courses as per NEP in its undergraduate courses. Interdisciplinary learning is inculcated in the curriculum paving the way for the students to have knowledge about various disciplines and opening up the forum for choosing their Post graduate degree from different options available to them through interdisciplinary/multidisciplinary learning. The management and the faculty geared up for the preparation of NEP 2020 by attending various seminars and workshops on NEP 2020. The

	institution's faculty has been a part of the syllabus framing board of Bangalore University and on the textbook committees, giving the institution a better understanding of the system and the flexibility to frame the curriculum.
2. Academic bank of credits (ABC):	The institution is affiliated with Bangalore University and follows the rules and regulations set by the University on the Exams and Results. Karnataka is the first state to implement NEP 2020 and the college has already adopted the CBCS where credits were assigned to the students and with the introduction of NEP 2020, the credit system has become important. The institution has registered on the Academic Bank of Credits portal and the credit transfers will be implemented as per the regulations of Bangalore University.
3. Skill development:	The institution offers skill development courses to all students to enhance their skills to be industry-ready. Courses on Basics of Stock Market, PHP and MYSQL, Six Sigma, computing skills, and Counseling Skills among others are offered to the students. The soft skill development courses include language and communication skills and life skills. Courses are offered by experts in the area and industry experts are also called included in conducting these programs. It is made compulsory for all students to undergo these Skill Development Courses as part of their curriculum. The institution has Skill Development Cell that coordinates and conducted the Skill Development Courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution celebrates all the important Indian festivals and events of national importance. The college also celebrates "Ethnic Day" where the students are encouraged to celebrate their identity and culture. Food festivals are organized and cultural fests are also organized to promote Indian Culture. Indian languages are encouraged and inculcated into the syllabus. Faculty are encouraged to teach in bi-lingual methods and Indian values are inculcated in the students. Yoga is encouraged and Yoga Day is celebrated every year.
5. Focus on Outcome based education (OBE):	Outcome Based Education has been adopted by the institution and the system is integrated through the OBE team constituted by the institution. The University provides the Graduate Attributes. The

	specific department designs the Program output and the Program Specific Outcomes. The Course outputs are provided by the subject experts with an understanding of Bloom's taxonomy. The PO/CO mapping is done through Linways Technology and the PO/CO Attainment is calculated for the CIA at the end of every semester. With this attainment, the OBE team reviews the performance of the students and provides suggestions and recommendations to the Head of the departments to improve the quality of education provided to the students.
6. Distance education/online education:	Certificate/ Add on courses are offered through online mode for the students. The videos are uploaded to YouTube and the links are shared through our Learning Management system. The students attend quizzes and submit their assignments through Linways Technology (LT), our ERP Partner. The faculty share course materials, video links, support materials, and assignments through LT. Students' attendance, Internal Marks, notifications, and other details are sent through LT. Spoken Tutorial offered by IIT are offered to the students. Blended learning methods are also adopted. The institution has excellent wi-fi connectivity, and the faculty and students benefit from it. Classroom teaching involves video lectures, usage of ICT tools, and so on.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club was set up by the institution in 2021-2022 under the aegis of Bangalore University. The objective of the Electoral Literacy Club is to enroll the new voters. The ELC educates the students about voter registration, the electoral process, and related matters. The club also helps the students understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The following are the Students' co-ordinator and coordinating faculty of the ELC: Rev Dr. Binu - Principal Mr. Sampath Kumar R - Coordinating Faculty Ms. Kanchana - Coordinating Faculty Ms. Shailaja - Coordinating Faculty Raju A - Student

	Coordinator Divya B S - Student Coordinator Charan G - Student Coordinator Tharun D - Student Coordinator For the past two years, the ELC has been functional and many orientation and awareness campaigns were conducted. The ELC's objectives have been taken into consideration and the same has been followed to implement the same.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	*The ELC of the institution conducted voter awareness programs for students and the neighboring community to create awareness among the students and the neighboring community. * Surveys were conducted on the campus to understand the percentage of voter enrollment. *The ELC conducted hands-on-training to register students in the electoral portal * Public awareness rallies were conducted * Advertising of the voter enrollments was carried out in the neighboring community
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC conducted surveys to find out the number of students enrolled for voting. With the survey results, the ELC members went from class to class and explained to the students how to register for voter enrollment and get a voter ID. They guided them to enroll them for voting. Awareness drives were conducted in the neighboring community on the importance of voting. Students were deployed as volunteers during Karnataka State assembly elections in 2023.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC has taken many measures to enroll students above 18 years for voting. Around 90% of the students above 18 years are enrolled and the rest of the students will also be enrolled shortly.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2460	2348	2117	1991	1623

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

2 Teachers

2.1

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

Response: 175

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	96	88	83	64

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
725.05	602.45	622.10	482.39	579.67

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

SFS College, Bangalore excels in imparting effective curriculum and conducting continuous internal assessments that drive student development. Utilizing diverse methods such as quizzes, presentations, and interactive discussions, the College fosters active engagement. Faculty members provide constructive feedback, and technology streamlines the assessment process for efficiency and transparency. This approach not only ensures a comprehensive evaluation but also instills a culture of ongoing learning, preparing students for academic and professional success.

Academic Calendar: Creating the Academic Calendar is crucial for emphasizing teaching and learning. Aligned with Bangalore University, the College annually develops a comprehensive calendar, accessible on the Institution's website for transparency. Departments craft strategic plans for smooth implementation.

Allocation of Responsibilities and Course Plan Development: Course planning and workload distribution involve department heads and coordinators. Faculty members design detailed course plans, covering elements like objectives, methodologies, outcomes, and schedules. Proper follow-up is ensured to address gaps.

Curriculum Implementation: In the first year, students receive support from a designed bridge course. Faculty align lessons with outcomes, ensuring knowledge dissemination through plans, schedules, and ICT facilities. External experts enhance curriculum delivery, with dedicated slots for projects and internships.

Curriculum Enhancement and Documentation

- A variety of student-centered strategies, including conferences, seminars, guest lectures, field trips, internships, and audio-visual programs, provide curriculum efficiency. Monthly departmental meetings are used to assess academic progression.

- Departments organize certificate and add-on programs to bridge the gap in the curriculum and enhance the knowledge and skill base.

- Every month, reports and documentation from each department's extracurricular, co-curricular, and academic activities are compiled and organized methodically

- "MindCraft: Nurturing Young Scholars – the Wednesday Seminar," fosters presentation,

- research, and publication abilities, fostering critical thinking and aligning with UN's SDGs, promoting research engagement.

- Remedial classes are provided for students who need additional academic support. Peer teaching is led by high-achieving students. Students pursue MOOC courses on platforms like SWAYAM, NPTEL, etc. with mentor support for internships.

- IQAC performs Academic Audits after each semester.

Conduct of Continous Internal Assessment: The Office of Examination ensures an effective and transparent evaluation system for students. As part of the Continuous Internal Assessment (CIA), the College conducts two examinations in each semester. (NEP). These exams are conducted strictly in conformity with the University pattern (question papers, seating arrangements, timetables, etc.). Valued answer scripts are made available within a week of internal exams and marks are entered into the ERP - Linways Technology - for student access. The office promptly addresses any student grievances related to examinations. In alignment with the norms of the NEP guidelines provided by Bangalore University, 40% marks are allotted for internal assessment. The IA marks are based on assignments, seminars, first internal examination, model examination, quiz, case study, and attendance.

The Institution's commitment to transparency, efficiency, and ongoing learning cultivates a culture that prepares students for both academic and professional success.

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

1.2 Academic Flexibility

1.2.1

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

Response: 45

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
2460	2348	2117	1991	1623

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

T**he College has taken a proactive and comprehensive approach** to integrating cross-cutting issues into its curriculum, ensuring that students graduate with a well-rounded understanding of the complexities within their chosen fields. The College recognizes the importance of addressing gender dynamics, professional ethics, human values, environmental concerns, and sustainability to prepare students for the challenges of the modern world. The introduction of NEP is in line with supporting professional growth and human excellence, and all programs integrate these principles into every subject taught.

To promote **gender inclusivity**, SFS College offers courses that delve into the impact of gender norms on various academic disciplines. These courses aim to challenge stereotypes and cultivate a deep understanding of the importance of diversity and inclusivity in professional settings. By fostering an environment that values gender equality, the college ensures that students are equipped with the necessary awareness to contribute to workplaces that champion diversity.

Professional ethics is a foundational element of the curriculum at SFS College. Courses dedicated to ethical decision-making are integrated into various academic programs, providing students with a strong ethical framework. These courses encourage critical thinking and reflection, ensuring that graduates are well-prepared to navigate ethical challenges in their careers and uphold the highest standards of professionalism.

Human values, such as empathy and cultural awareness, are woven into the fabric of the College's curriculum. Courses in humanities, social sciences, and cultural studies empower students to appreciate diverse perspectives and understand the ethical dimensions of their actions. By instilling a sense of social responsibility, the college nurtures graduates who are not only academically proficient but also socially conscious contributors to their communities. Various cells and committees organize numerous events and activities for the students to help them develop their personalities and teach them the importance of values, social consciousness, and inclusivity.

Environmental sustainability is a key focus at SFS College, reflecting the Institution's commitment to responsible citizenship. Through dedicated courses and interdisciplinary initiatives, students learn about sustainable practices, environmental impact assessments, and the role of various industries in addressing climate change. Graduates emerge with a heightened awareness of their role in creating a sustainable future and are well-prepared to incorporate environmentally conscious practices in their professional endeavors.

In summary, the College stands out for its commitment to *providing a holistic education that goes beyond academic knowledge*. By incorporating cross-cutting issues into the curriculum, the college ensures that graduates are not only experts in their respective fields but also socially responsible and ethically conscious individuals, ready to contribute meaningfully to a diverse and interconnected world.

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

1.3.2

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

Response: 95.77

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

Response: 2356

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
904	906	821	779	736

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

2022-23	2021-22	2020-21	2019-20	2018-19
1474	1470	1470	1300	1060

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
581	607	448	348	280

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

2022-23	2021-22	2020-21	2019-20	2018-19
581	607	448	348	280

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.52

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At St Francis de Sales College, the commitment to student-centric education is evident through the incorporation of various innovative teaching methods aimed at enhancing learning experiences. The institution places a strong emphasis on participative learning, experiential learning, problem-solving methodologies, and the integration of ICT-enabled tools into the teaching and learning process.

Participative Learning:

- **Seminars and Workshops:** Organized regularly, these events bring together experts from academia, industry, and civil society to engage students in discussions on contemporary issues, fostering a broader understanding of their field.
- **Interactive Talks:** Alumni, business executives, industry specialists, and academic experts participate in interactive talks, providing students with real-world insights and industry perspectives.
- **Online Assignments and Projects:** The integration of online assignments and projects supports blended learning, allowing students to apply theoretical knowledge to practical scenarios.
- **Debates, Brainstorming, and Group Discussions:** These activities stimulate critical thinking by encouraging students to explore and analyze recent issues in a collaborative setting.

Experiential Learning:

- **Field Excursions:** Visits to both known and undiscovered locations provide students with firsthand experiences, helping them relate theoretical knowledge to practical applications.
- **Leadership Development:** Outbound learning sessions focus on developing leadership skills, and instilling qualities of decision-making, teamwork, and adaptability.
- **Laboratory and Research Institute Visits:** Exposure to laboratories and research institutes enhances students' scientific understanding, offering a glimpse into cutting-edge advancements.
- **Workplace Internships:** Hands-on training through internships ensures students are well-prepared for the professional world, gaining practical insights into their chosen field.
- **Village Visits and Social Surveys:** Aimed at developing research skills, these initiatives connect students with societal realities, encouraging a holistic approach to problem-solving.

Problem-Solving Methodologies:

- **Case Studies:** Real-world case studies challenge students to apply theoretical knowledge to practical situations, fostering analytical and problem-solving skills.
- **Guest Sessions and Workshops:** Experts conduct sessions on idea generation and business plan preparation, providing valuable insights into industry practices.
- **Mind Mapping Techniques:** The application of mind mapping enhances understanding of subject themes, promoting conceptual clarity and deeper learning.
- **Seminars and Presentations:** Regular seminars and presentations cultivate effective communication skills, preparing students for professional settings.
- **Educational Games and Quizzes:** Entertaining and educational, interactive games and quizzes like Kahoot, Mentimeter, Quizizz, etc use brainstorming sessions to stimulate critical and creative thinking.

ICT-Enabled Tools:

- **Internet Connectivity, LCD Projectors, and Audio Facilities:** Equipping classrooms with these essentials ensures a technologically enriched learning environment.
- **Digital Library Resources:** E-books, digital databases, and e-journals provide students with access to a wealth of information, fostering curiosity and self-directed learning.
- **Online Submission Platforms:** Students utilize ERP, email, Google Classroom, and other systems for submitting assignments, quizzes, and presentations, facilitating seamless communication.
- **Projectors and Smart Boards for Effective Communication:** Faculty members employ projectors and smart boards for dynamic presentations and simulations, enhancing knowledge dissemination.
- **Wi-Fi Accessibility:** Extensive Wi-Fi capabilities in key areas, including conference rooms and computer labs, support the seamless integration of technology into various educational processes.

SFS College's holistic approach extends to admissions, counseling, placement, skill development programs, and various other aspects, demonstrating a comprehensive commitment to creating a technologically advanced and learner-centric educational ecosystem.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	96	88	83	64

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

2.4.2

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

Response: 37.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	42	36	26	19

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The system at SFS College, Bangalore is meticulously designed to guarantee fairness and transparency in the assessment process, with a streamlined, time-bound, and efficient grievance redressal mechanism. The Office of Examination oversees the efficient conduct of the internal and University examinations at the College.

Examination Governance: The Principal acts as the Chief Superintendent of Examinations, with the Vice-Principal as the Deputy Superintendent. A faculty member serves as the Controller of Examinations, along with the Assistant Controller, supported by Exam Cell Members, Office Staff, and Advisory Members.

Internal Assessment - Mechanism: The Office takes care of all pre-examination logistics, including preparation of question papers, room arrangements, invigilation, and distribution, ensuring a smooth and secure examination process with zero tolerance for malpractice. After the internal exams, the Office ensures the timely return of valued answer scripts to students within a week, with marks entered into the ERP – Linways Technology portal for student access.

The scheduled dates of the CIA including Exams are announced in the College calendar. A candidate should have a minimum of 85% attendance in all the subjects to be permitted for the internal exams. Information about the performance of the Internal Exams is made available to the parents through the ERP of the College. Sammilana, the Parent-Teachers' Meet is organized within two weeks of the completion of the exams.

Following the guidelines outlined in the NEP by Bangalore University, 40% of the marks are designated for internal assessment. Internal assessment marks are derived from assignments, seminars, the internal examination, model examination, seminars, assignments, quizzes, case studies, and attendance.

Internal Assessment - Grievance Redressal: The concerned faculty resolves grievances related to the internal assessment examinations per the Exam Cell norms. For any further escalation, the student approaches the Office of Exam, by filing a formal grievance form (made available in the Office and on the College website). The grievance is settled, with transparency, in a week.

External Assessment (End Sem University Exam) - Mechanism: Bangalore University holds examinations at the end of each semester. For a pass in the University Semester Examinations, a student is required to score a minimum of 40%. A candidate should have a minimum 75% attendance per semester, in each paper to be permitted to take the end-semester examinations. Students are notified of the exam dates as soon as it is available on the Bangalore University portal. Students have to register and enroll in the University portal. Class coordinators obtain the hall tickets from the Office of Exam and distribute them to the eligible students.

External Assessment (End Sem University Exam) - Grievance Redressal: Students should file a formal grievance to the University Liaison Officer in the Office of Examinations for any complaints regarding the University exams - including results, mark cards, and certificates. The Office files the complaint with the relevant supporting documents to the University. The liaison officer monitors the issue, updates the student on its status, and resolves it within the allotted time frame (as per University norms).

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution encompasses the desired knowledge and skill outputs that are determined through an analysis of the industry's demands and the student profile while adhering to Bangalore University's specified curriculum. A consideration of the institutional vision and goal is also included when identifying and stating the intended learning outcomes.

For the programs that are carried out, each Department develops Programme Specific Outcomes (PSOs) and course Outcomes (COs), which outline what each student should know at the end of the course, and are developed by the faculty to establish clear academic goals that are consistent with the institutional vision and mission. Furthermore, the organization makes certain that the attainment requirements and delivery strategies are appropriate and successful.

- At the start of each semester, department meetings with the principal and IQAC are arranged to go over the lesson plans and objectives for each course.

- Every semester, faculty meetings are held to have a thorough discussion of the POs, PSOs, and COs.

- POs, PSOs, and COs are also available for viewing by all stakeholders on the college website.

- Every semester, after the department meetings, reviews are conducted to evaluate the POs, PSOs, and COs.

- Numerous academic staff members take part in the university-organized workshops on curriculum modification.

- Many faculty participate as members of the Board of Studies (BOS) and Board of Examination (BOE) at the University level thus contributing to discussions on programmes and course outcomes.

- Each faculty member explains the course plans, POs, PSOs, and COs to the class on the first day of the semester. Students learn about POs, PSOs, and COs at the orientation program at the start of each academic year.

The institution has a procedure in place to assess the achievement of the specified POs, PSOs, and COs to continuously enhance the quality and meet higher requirements. The assessment acts as a gauge of how well the teaching-learning process is going. As a partner institution, SFS complies with Bangalore University's official outcome measuring protocols. Both direct and indirect procedures are used in the processing of the internal evaluation.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

PO/CO

For Continuous Internal Assessment, each faculty member creates questions that are in line with the COs of that specific subject (CIA). COs and Bloom levels are assigned for all the questions of the Internal components.

Faculty Members define the assessment methodologies and map them to course outcomes and Bloom's Taxonomy. Internal Assessments include the First Internal Exams, Model Exams, Assignments, field visits, Case Studies, Quizzes, and Seminars for every semester.

The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at the entry level of the programme) to expert problem solvers (by the time of graduation)

- At the end of every semester – COs are attained
- At the end of the final year – POs are attained

The marks of the internal assessment are entered in the ERP which calculates the CO and PO attainment based on Bloom's Taxonomy and Attainment rule. This facilitates the faculty's ability to provide corrective actions as needed. Every subject's CO and PO matrix is created by the relevant faculty, and it advances to the master CO-PO matrix of the department and the institution.

The targets for the CO will be set by the Subject Matter Expert at the beginning of the year. At the end of every semester, CO attainment scores will be checked with the target set at the beginning. If the target is not met, the areas that require improvement will be found and measures will be taken to fill the gap. If the target is met, a new target will be set to improve the standards. The following are the steps to measure the CO attainment score:

- Semester End Examination (SEE) is conducted and evaluated by the University. The exam will be conducted for 70/60 marks (CBCS/NEP) and these marks will be taken as it is. The marks are equally distributed to all the COS.
- Continuous Internal Evaluation (CIA) is done by the Department. Marks for CIA will be 30/40 for (CBCS/NEP). CIA marks are calculated based on scores from Assignments, Attendance, Seminars, First Internal Examinations, Quizzes, Community projects, Case studies, and Model

Examinations.

The initial target will be set by the course instructor based on the complexities and expectations of the course. To complete the CO attainment, the CIA and SEE components are combined. The gaps are analyzed and corrective measures are taken through analyzing case studies, problem-solving questions, real-world projects, and conducting additional courses to bridge the gap.

The OBE Cell 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.

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

2.6.3

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

Response: 91.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
773	652	591	420	265

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

2022-23	2021-22	2020-21	2019-20	2018-19
821	687	661	483	297

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.84

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 18.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.017	0.008	0.016	0.025	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

ASPIRE - Entreprenuership Cell:

The College has created a robust framework for entrepreneurship and innovation through its Entrepreneurship and Incubation Cell - ASPIRE, started on 10th July 2017. The Cell mentors and nurtures the students by providing them with the necessary knowledge, and expert advice, and planning innovative activities. The experts from the industry are invited to give insight to the students on how to develop an idea into a successful startup. The College has signed MoUs with several 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.

The Aspire Cell initiated and supported the following activities:

- Registered with the Institutional Innovation Council (IIC), Government of India, and could achieve two stars for ICC calendar-driven activities

- Conducted IIC- Impact Lecture Series sponsored by AICTE

- Faculty members attended the IIC Innovation Training Certification Program

- Established an Incubation Lab in the college to support and encourage the creation, development, and implementation of novel ideas.

- Ideas were incubated and start-ups were initiated

- The institution is part of YUKTI and participated in the ARIIA Ranking.

The college thus supports the IICs' role to engage the students and staff in various innovation and entrepreneurship-related activities such as ideation, Problem-solving, Proof of Concept development, Design Thinking, IPR, project handling, and management at the Pre-incubation/Incubation stage so that innovation and entrepreneurship ecosystem gets established and stabilized in the college.

Promotion of Innovation:

The SFS-KSCST Innovation and IP cell was established on March 4, 2022, to support the innovations on the campus.

- Workshops and Orientations are conducted on Intellectual Property Rights.

- Copyrights and patents have been registered by the faculty members.

- Standard Club is established in the institution to orient and encourage the students to use standardized products.

Indian Knowledge System:

The institution understands that we must regain a comprehensive knowledge of our heritage and demonstrate the 'Indian way' of doing things to the entire world. Activities are conducted to create an ecosystem for the Indian Knowledge System through various cells and committees. The activities include Yoga sessions for faculty members and students, ethnic day celebrations, Competitions on IKS topics, sessions on social reformers, food, and regional festivals.

Research Cell:

St. Francis de Sales College has a good research environment that promotes and encourages research. To promote a creative atmosphere in which higher studies and research thrive amongst the faculty and students, the Management has been funding minor projects. A conducive atmosphere for research is ensured on the campus through the following features and facilities.

- Desalite Endowment for Research for management-funded short-term Research projects

- Research Committee to suggest & support activities to grow the research culture

- Research support Policy with the prime objective of captivating the research hunch

- Bangalore University Recognised Research Centre for Commerce

- Active participation and involvement in research by faculty members in the form of paper publication and presentation

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

3.2.2

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

Response: 131

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	28	19	18	14

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	31	16	9

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

3.3.2

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	9	2	0

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

3.4 Extension Activities

3.4.1

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

Response:

The various extension activities undertaken by St. Francis de Sales College play a pivotal role in nurturing responsible citizenship, promoting holistic development, and creating a positive impact on both students and the communities they serve. Witnessing prevalent socio-psychological challenges in society, the College undertakes all the extension activities under the title DISHA - Desalite Initiative for Social and Holistic Activities.

The College emphasizes holistic growth and societal contributions beyond academics, actively addressing psycho-social community issues for self-sufficiency, community well-being, and democratic values. DISHA's varied activities enhance students' social responsibility, aligning with the College's integral formation objectives and global commitment.

DISHA, comprised various cells like the Rotaract Club, Nature's Club, NCC, NSS, Desalite Farmer Friendly Association (DFFA), Centre for Social Action (CSA), Desalite Skill Development Cell (DSDC), Faculty Enrichment Cell (FEC), Health Club, Desalite Women Empowerment Cell (DWEC) along with the various Academic Departments, catalyzes societal transformation.

Each cell, partnering with Campus departments, engages students in activities like animal welfare, AIDS, mental health awareness, menstrual hygiene, blood donation, traffic awareness, farmer meetings, drug and tobacco awareness, human rights, orphanage visits, cleanliness drives, among others. The enthusiastic student and faculty participation is a testament to DISHA's impactful contributions.

The following are the major areas of extension activities to enhance societal welfare:

- **Community Outreach and Empowerment:** Initiatives like village adoption, health camps, and educational support. These efforts aim to nurture responsible citizenship and create positive change in society.
- **Environmental Sustainability Initiatives:** Campaigns such as Swachh Bharat and Green Campus Drive. Their involvement in Unnat Bharat Abhiyan reflects a commitment to India's

sustainable development.

- **Holistic Development and Impact:** Positively impacts student-community relationships, leadership skills, and self-esteem. Programs addressing women's health and empowerment contribute to reduced gender bias, fostering responsible citizenship and ethical commitment.
- **Law and Order for Social Well-being:** Conducting traffic awareness programs, participating in election duties, and deploying volunteers during public celebrations. Rallies and street plays address critical social issues

IMPACT OF DISHA - extension activities

- **Extensive Community Impact:** DISHA's initiatives have directly benefited a substantial number of individuals, addressing a wide array of socio-psychological concerns within the community.
- **Surge in Student Engagement:** Notable increase in student participation in DISHA activities, reflects a strong commitment to societal welfare among a significant number of students.
- **Inclusive Engagement Outreach:** DISHA's endeavors have been tailored to various groups, emphasizing a dedication to nurturing empathy, fostering respect for diversity, and promoting social awareness among students.
- **Harmonious Student Dedication:** Students have effectively balanced their academic pursuits with active contributions to society, underscoring DISHA's success in facilitating holistic development.
- **Harmony with College Vision:** DISHA's achievements stand as a testament to the college's dedication to promoting a love for God through committed service to humanity, solidifying its role in cultivating socially responsible individuals.

The extension activities initiated by the College exemplify a commitment to holistic development, responsible citizenship, and societal impact. From extensive community outreach to environmental sustainability and holistic development, DISHA's multifaceted approach reflects a dedication to fostering positive change and shaping socially responsible individuals.

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

3.4.2

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

Response:

The institution always works towards achieving its vision to inculcate cultural and moral values towards the transformation of learning into positive behaviour of students. Extension and outreach activities help the students and faculty members to know society better and become more socially connected.

The institution makes sure that these activities are conducted through each of its departments, Cells and Committees as well as through the National Cadets Corps and National Service Scheme unit functioning on the campus. Appreciation and recognition from various organisations have been received for the relentless service of the NCC and NSS.

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

- Lt. Sampath Kumar, NCC officer, received a Commendation from the Chief Minister of Karnataka for service of a very high order.

- The Deputy Commissioner of Police, South West Division, Bangalore has appreciated the efforts made by Karnataka Civil Defence Corps from the institution in maintaining the law and order in Hulimavu Police Station limits for New Year celebration during the pandemic time.

- Appreciation was received from the Department of Defence Production, Ministry of Defence, Government of India in recognition of outstanding commitment and service rendered during AERO India 2019 & 2023.

- A certificate of Appreciation was presented to the NSS unit by the Lions Club for organising the Vision Awareness Rally.

- On 26th June 2022, on the occasion of International Drug Awareness Day, the students participated in the "Drug Awareness Walk" organised by NSS in collaboration with GWR Global World Record. This support to achieve a new world record was appreciated and recognised.

The College is connected with the hospitals and organisations working towards human health and welfare. Blood donation camps are organised regularly and these efforts are appreciated by the concerned authorities and the community at large.

- Received certificate of appreciation from Indian Red Cross Society, Karnataka State Branch in recognition of the Institution's outstanding efforts in organising Voluntary Blood Donation Camp.

- Narayana Hrudayalaya Blood Centre, A unit of Narayana Hrudayalaya Limited, Bengaluru has awarded its appreciation for commitment towards the noble cause of saving lives by conducting donation camps.

The institution rightly understands the importance of gratitude towards the people in uniform for protecting us in different ways. The students are trained to understand appreciation and respect towards anyone who leads them to excellence.

- As a gentle gesture towards the expression of gratitude, the students of the institution performed in the cultural evening organised by CISF Unit Infosys, Electronics City, Bengaluru. This was recognised and appreciated by the Unit and ensured to extend their collaboration in future activities.

- Acknowledgements from leaders and police force: Leaders and officials from the Police Department who have visited the College on various occasions have acknowledged the yeoman service rendered to the society.

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

3.4.3

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

Response: 13

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

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

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

3.5 Collaboration

3.5.1

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

Response: 45

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Facilities for Teaching-Learning:

St. Francis de Sales College has consistently adopted a proactive policy in creating an environment conducive to the overall development of students. The college is situated on a spacious campus in the Bangalore Urban District. The imposing College Building includes the Administrative Wing, the Principal's Chamber and Office, board rooms, hospitality rooms, staff rooms, restrooms, seminar halls, conference rooms, infirmaries, and auditoriums. The classrooms are spacious, and well-furnished, with proper ventilation and lighting, and facilitated with Audio-Visual aids.

ICT Facilities: The institution has a vast IT infrastructure with excellent lab facilities. All the computers in the centers are provided with the latest software and hardware. Internet, printing, and scanning facilities are available. Optimal deployment of IT infrastructure is ensured through conducting workshops, awareness programs, and training programs for faculty on the use of new technology. One of the notable facilities is the provision of a Wi-Fi facility for both staff and students. All the classrooms have projectors and provisions are provided in common for smart boards and interactive panels.

Sustainable Facilities: 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.

Facilities for Co-curricular activities: The institution has adequate facilities for cultural activities, sports, games (indoor, and outdoor), a gymnasium, a yoga center, etc. St. Francis de Sales College is known for its rich cultural ethos which provides a platform for students' intellectual and cultural growth.

FACILITIES

Facilities for Cultural Activities:

- Open Auditorium (4000 seating capacity)
- New Auditorium (1800 seating capacity)
- Auditorium (300 seating capacity)

- Green Rooms
- Backstage
- Cultural Store Room
- Non-AC Conference Hall
- Non-AC Seminar Hall
- A/C Conference Rooms 2 & 3 (capacity of 100 each)
- A/C Seminar Hall 2 (300 capacity)
- Common Room for Girls
- Common Room for Boys
- Music zone

Facilities For Sports Activities:

- Basketball Courts
- Volleyball Courts
- Badminton courts
- Cricket ground
- Football ground
- Soft Ball/baseball ground
- Kho-Kho ground
- Kabbadi ground
- Indoor Games – Chess, Carrom, Table Tennis, etc.

Gym Facilities: The College maintains a multi-gym facility in the basement of the College. The gym has the assigned timings of 6 am to 8 am and 3 pm to 6 pm for the students as well as faculty.

Yoga Facilities: The college has a Yoga Room where regular yoga classes are conducted as part of skill enhancement courses as prescribed by the NEP curriculum. The International Yoga Day is celebrated on the campus every year. The NCC & NSS actively participate in conducting Yoga camps. The staff and students participate actively in the Yoga sessions organized.

Overall, St. Francis de Sales College prioritizes creating an enriching and diverse environment to foster the comprehensive development of its students. The College stands out for its unwavering commitment to providing exceptional facilities for teaching and learning along with cultural and sports activities.

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

4.1.2

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

Response: 35.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
215.14	192.70	284.22	162.92	220.36

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library at SFS College stands as the knowledge center of the institution, integrating traditional book collections with cutting-edge digital facilities. The library employs an Integrated Library Management System (ILMS), optimizing its functionality and accessibility for both faculty and students. The key components of the library setup include:

1. Libs Software Automation

- Utilizes Libs Software, an open-source library automation software.
- Widely adopted globally, with over 3,000 academic, public, and special libraries employing its features.
- Modules for cataloging books, managing journals and magazines, enabling book searches, and facilitating check-in and check-out processes.

2. RFID Technology and Security Measures

- Implements RFID technology for efficient book management and library usage tracking by faculty members.
- Ensures resource security through Gate Reader checks at exit points.
- CCTV surveillance enhances overall security measures.

3. Digital Facilities and Internet Connectivity

- Equipped with a digital library featuring 55 systems and high-speed internet.
- Dedicated sections for journals and reference books, catering specifically to faculty needs.

4. Institutional Repository and E-Resources

- Institutional Repository with web OPAC, offering access to electronic documents, library book catalogs, Bangalore University Book Bank, question papers, and free e-books.
- Subscribed e-resources include J Gate, DELNET, Inflibnet-Nlist, and the British Council library.

5. Additional Facilities

- Web-enabled OPAC for convenient online public access to the library catalog.
- Reprography Machine for document reproduction.
- Display Board for Newspaper Clippings
- Locker Facilities for secure storage.
- Access Control Unit to regulate entry.
- Exclusive Faculty Zone
- New Arrivals Display Rack

6. Utilization and Policy Framework

- Adheres to the institution's library policy, ensuring effective functioning.
- Generous annual expenditure on book, journal, and library resource purchases.
- Library committee oversees and organizes library events.
- Best Library user awards to motivate staff and students.

7. User-Friendly Features:

- The Library hours are 8.00 AM to 8.00 PM.
- User-friendly interfaces in Libs Software and OPAC enhance accessibility for all library users.

8. Collaborative Memberships:

- Proud member of the National Digital Library of India (NDLI) club, showcasing commitment to digital learning and resource sharing.
- Club Registration Number: INKANC4GVPXNP6E.

9. Extended Outreach:

- Library access to the alumni.
- Email reminders for circulation and due dates keep users informed and engaged.

- Provision of access to e-books and e-journals through subscribed e-resources broadens academic horizons.

10. Inclusive Facilities:

- Provision for Divyangjan students includes a ramp facility. Braille facilities are also available in the library.

11. Research Support:

- Specialized sections for journals and reference materials cater to the research needs of faculty members.
- Institutional Repository for a centralized platform for storing and accessing research documents.

12. Sustainable Practices:

- Committed to sustainable practices, such as the use of electronic communication for reminders, and reducing paper waste.
- Implementation of energy-efficient systems and technologies in the library infrastructure.

13. Community Engagement:

- Library access to the general public with permission.
- Actively engages with the local community, organizing outreach programs and initiatives to promote literacy and love for learning.

In conclusion, the commitment to technological integration, security measures, and ample resources ensures that the library remains a pivotal asset for the entire academic community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution is committed to maintaining cutting-edge IT facilities, recognizing their pivotal role in enriching the teaching-learning process. The comprehensive approach extends to ensuring that all computers are equipped with the latest software and hardware, facilitating a technologically advanced environment. The institution prioritizes online experience through provisions such as internet connectivity, printing services, uninterrupted power backup, and scanning facilities.

- **Comprehensive IT Facilities:** The institution prioritizes maintaining up-to-date IT facilities, encompassing the latest software as per the need in the teaching-learning process

- **Internet Connectivity:** The campus boasts a substantial upgrade, providing a high-speed internet connection of 150 Mbps to support various online activities.

- **Wi-Fi Enabled Campus:** The institution ensures connectivity by maintaining a Wi-Fi-enabled campus, allowing seamless communication for both students and faculty.

- **Online Processes:** From 2021, the institution has streamlined administrative tasks, including online admission, fee payments, and student registration, through the effective use of Linways Technology, the College ERP

- **Automation for Efficiency:** Automated processes extend to online examination fee payments, hall ticket generation, and result publication, contributing to the overall efficiency of academic procedures.

- **GSuite Enterprise for Education:** At SFS College, GSuite Enterprise for Education is utilized to provide official email IDs for all the students, faculty, and staff. This enables organized communication, collaborative document creation, and access to a suite of productivity tools within a secure and education-focused digital environment. These tools especially include GMeet, GDrive, Google Docs, Sheets, Google Slides, JAM Board, etc. GSuite was implemented from the year 2021.

- **Online Learning:** The institution adopts a multifaceted approach to online learning, incorporating online tests, daily attendance status access, and remote access to learning resources

- **Multimedia Teaching and Learning:** Integration of a multimedia approach to teaching and learning, enhancing the overall educational experience.

- **Access to MOOCs:** Students benefit from access to Massive Open Online Courses (MOOCs), providing them with additional learning resources beyond traditional curriculum offerings.

- **Classroom Technology:** All classrooms are equipped with projectors, facilitating visual aids and enhancing the overall learning environment. Smart boards and interactive panels are also available in some of the common halls.

- **Infrastructure Maintenance:** The institution prioritizes infrastructure maintenance through the timely renewal of Annual Maintenance Contracts (AMCs) for software applications, UPS systems, and generators.

- **Investment in Quality Hardware and Software:** To ensure reliability, the institution invests in

high-quality hardware and software, reflecting a commitment to providing a contemporary learning experience.

- **Participation in Technology Conferences:** The College actively participates in technology conferences to learn about advancements and innovative solutions in the field of IT.

In summary, SFS College prioritizes modern IT facilities, showcasing a commitment to streamlined online processes. This dedication ensures a technology-driven and effective learning environment for all stakeholders.

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

4.3.2

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

Response: 7.59

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

Response: 324

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 43.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
339.37	278.34	247.75	239.57	214.30

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 63.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
1103	2348	2117	493	625

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 31.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
842	1281	491	111	576

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 49.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
349	624	236	130	127

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

2022-23	2021-22	2020-21	2019-20	2018-19
821	687	661	483	297

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

5.2.2

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

Response: 8.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	10	8	18	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 77

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	4	9	5	13

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 9.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	9	8	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

SFS AMIZADE ASSOCIATION

The Alumni Association of the College is named as "SFS Amizade Association." Coming from a Portuguese word, "Amizade" - meaning friendship - the College continually promotes its Alumni and fosters Alumni-related activities.

AMIZADE - Alumni Meet: 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 program.

The Alumni meet is a grand celebration where old friends get together and relive the moments spent on the campus. During the Annual Alumni Meet, the Alumni actively take part in cultural and sports events. Each year, the Core Council members of the respective academic year take on the leadership role in organizing the annual alumni meet.

Alumni Elections: During the Annual Alumni Meet, the President, Secretary, and executive council members of the Alumni Association are elected to ensure wider participation and initiatives from the Alumni Association.

Placement: Many alumni volunteered to help in the placements of the current batch in the companies they worked for.

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: Every year, the alumni contribute 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 prepare 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.

The College has set up an Alumni Fund for the smooth functioning of the Alumni Association. Also, an alumnus can refer the students to the organization they are working for. Alumni also take the responsibility of conducting career counselling workshops at times. The Alumni also foster 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 the employability of students. The input from all these sources is analyzed and corrective actions are planned and implemented post-discussion with the principal, management, and other committee members.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At SFS College, we place paramount importance on ensuring that our governance and leadership practices resonate with our core values and overarching goals. As the vision of the institution states we guide our students towards excellence and being efficient in all the endeavors they undertake. We make every effort to provide a transformative education that will empower the students to make informed decisions and actions at individual and community levels.

Our commitment to the National Education Policy (NEP) implementation is a testament to our dedication to fostering progressive and holistic education. By aligning our practices with the NEP, we strive to create an educational environment that encourages critical thinking, innovation, and inclusivity. This alignment is not merely a checkbox exercise but a sincere effort to reshape education for the better, keeping in mind the evolving needs of our students and society.

SFS College has experienced sustained institutional growth over the years, reflecting the effectiveness of our governance and leadership strategies. Our leaders actively engage in strategic planning, ensuring that every decision contributes to the institution's development. The setting of the goals for the institution includes a sustainable future not only for the institution but also for all the stakeholders involved.

The decentralization of decision-making processes has empowered various departments and stakeholders, fostering a sense of ownership and collaboration. This decentralized approach enables us to adapt swiftly to changing educational landscapes and emerging opportunities. To ensure participative management and decentralization of governance the institution has a system of having the cells and committees. The coordinators of these cells and committees are empowered to make decisions and bring in the ideas and opinions of the staff and students to make informed decisions.

Participation in institutional governance is not limited to administrators but extends to faculty, staff, and students. At SFS College, we believe in the strength of collective wisdom and the diverse perspectives that each stakeholder brings to the table. Inclusion and collaboration are at the heart of our governance model, ensuring that decisions reflect the collective aspirations of the institution.

Our short-term and long-term Institutional Perspective Plans are meticulously crafted to guide our growth and development. These plans are not rigid but adaptive, allowing us to respond proactively to emerging trends and challenges in education. By regularly revisiting and revising our perspective plans, we ensure that our institution remains dynamic and relevant in an ever-changing educational landscape.

In conclusion, SFS College takes great pride in the alignment of institutional governance and leadership

with our vision and mission. Through NEP implementation, sustained growth, decentralization, and active participation in governance, we continue to strive for excellence in education, making a positive impact on the lives of our students and contributing to the broader goals of societal development.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is robustly implemented, permeating various aspects of the institution's structure and operations. The Governing Council, serving as the apex decision-making body, not only formulates and approves policies but actively oversees their execution through biannual meetings. The General Manager strategically appoints the Managing Committee, emphasizing a thoughtful deployment of leadership roles. Monthly meetings of the Managing Committee ensure continuous engagement in operational oversight and informed decision-making, all in alignment with the institutional perspective plan.

The Perspective plan includes both the long-term and the short-term goals which are meticulously set to achieve sustainable growth of the institution. The perspective plan includes key areas like Academic Excellence, Research and Innovation, Human Resource Development, Infrastructure Development, Placements, and student progression. The institution has applied for Autonomous status and is gearing up for the peer team visits from Bangalore University and UGC. The long-term vision of the management is to establish the institution as a University that can transform the lives of the young generation.

The Principal and Vice Principal play pivotal roles in executing the plan's academic and administrative components. The Principal provides direction and guidance in all the matters of the institution. The Vice Principal assists him in all the academic and administrative affairs. Department Heads contribute to the plan's effectiveness by ensuring its integration into departmental goals. They oversee the efficient operation of their departments and collaborate with various industries and institutions to expose the students to experiential learning.

The Controller of Examination maintains the plan's integrity in academic assessments, while the College Administrator guides administrative staff to facilitate efficient office operations. The Student Welfare Officers handle student support and other student welfare matters. Advisory bodies, including Staff and Academic Councils, as well as IQAC, actively participate in decision-making, ensuring seamless

integration of the plan into academic and administrative activities.

Roles such as the Placement Officer, Librarian, and Physical Education Director are specifically aligned with the institutional perspective plan, contributing to its deployment in student support, library services, physical fitness, and placement training. The Office Manager serves as the administrative staff's leader, guiding and coordinating the Administrative Office's activities.

In terms of recruitment and service rules, a transparent process is in place. All job openings are announced across internal and external channels, including the organization's website, social media accounts, employee network, and regional newspapers. The Principal, the Vice Principal, the Department Head, and subject experts serve as the faculty recruitment panel. A panel interview, a managing Committee interview, and a demonstration class comprise the recruitment process. The transparent recruitment procedure aims to find the most skilled, knowledgeable, and experienced employees who can make innovative and constructive contributions to the growth of the organization.

Employee promotions adhere to service rules and policies, reinforcing a commitment to fairness and consistency in support of the institutional perspective plan. In summary, the institutional perspective plan serves as a guiding framework, effectively deployed throughout the institution to align operations with its overarching mission and objectives.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

St. Francis de Sales College remains steadfast in its commitment to safeguarding the well-being and fostering the professional development of the esteemed teaching and non-teaching staff. The institution is firmly dedicated to cultivating an environment that goes beyond traditional employment paradigms, transforming into a comprehensive support system for its dedicated team members. Through these efforts, the college has established a workplace that not only nurtures careers but also promotes the personal growth and fulfillment of individuals.

Positive Work Culture and Engagement:

Employee Engagement Activities: Fostering a positive work culture through regular capacity-building programs, team-building exercises, celebrations, and annual picnics. Fostering a sense of celebration and camaraderie with annual festival allowance and gifts for all employees.

Recognition for Service: Acknowledging and honoring staff achievements and dedications and felicitating those completing 10 years of service.

Amenities: Promoting a conducive work environment by providing break-time amenities and ensuring convenience with bus facilities for commuting to and from the college.

Academic and Research Focus:

Research Grants and Incentives: Supporting faculty involved in research projects or patents with grants and financial incentives for publications in esteemed journals. Encouraging academic engagement by

reimbursing registration amounts for research activities.

Financial Assistance:

Interest-Free Loans and medical reimbursement: Providing interest-free loans to support staff members during times of financial need and medical reimbursement in case of deserving cases.

Scholarships for Staff's Children: Offering educational support by providing scholarships for the children of our staff within our institutional umbrella

Comprehensive Employee Benefits:

Employee Benefits: Providing a comprehensive range of benefits, including educational leave, special leave, annual salary increments, and special increments after Ph.D., NET/SET.

EPF and Gratuity: The organization's comprehensive employment package prioritizes the financial well-being of full-time staff by ensuring enrollment in the Employee's Provident Fund from the first salary and gratuity benefits.

Maternity Leave with full pay is extended to female faculty members and staff.

Academic Resources and Infrastructure Support:

Library and ICT Access: Facilitating academic pursuits by providing state-of-the-art library and ICT facilities for staff

Infrastructure Facility: Ensuring a conducive work environment with well-maintained staff rooms, canteen, hygienic restrooms, dedicated computer rooms, on-campus bank facilities, and parking spaces.

Appraisals

The appraisal for faculty includes appraisal by students, university examination results, peer evaluation, self-appraisal, appraisal by HoD, and by the Principal. Punctuality, teaching skills, commitment to and involvement in institutional activities, contributions to research and extension, and participation in conferences and workshops are all accounted for in the performance appraisal. In the case of non-teaching staff, annual appraisals are conducted on professional behavior, accountability, work efficiency, attitude toward all stakeholders, peer relations, and relationships with faculty and students.

Professional Development/Progression

At SFS College, staff career progression is prioritized through focused training programs, encouraging continuous learning and skill development. The institution supports employees in pursuing higher education and certifications, fostering a culture of professional growth. Internal promotions are common, recognizing dedication and outstanding performance. SFS College is committed to providing a dynamic and supportive work environment, empowering staff members to thrive in their careers.

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

6.3.2

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

Response: 55.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	66	54	29	11

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

6.3.3

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

Response: 78.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	94	90	76	66

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	24	21	20	18

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization of Funds

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 Student fees, financial support for research from organizations, philanthropic support, Alumni Contributions, and interest from Corpus funds.

Optimal Utilization of Funds

The institution has well-defined procedures concerning the allocation of funds for its various operations. Day-to-day financial transactions are monitored by the Financial administrator and every year budget is allocated for various developments. The mobilized funds are utilized primarily for staff salary, seminars, conferences and workshops, Infrastructural and ICT development, student training activities, extension activities, Library updation, Research and innovation support, and welfare measures among others.

Financial Audits

The Audit system at SFS is robust and both the internal and external financial audits are conducted every year to ensure transparency and accountability of the system. The internal audit of the institution is done every year by the Trust Authorities and the external audit is done annually by a reputed audit firm.

Internal Audit

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. 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.

External Audit

SFS College demonstrates a commitment to transparency, accountability, and financial integrity through its effective external financial audit processes. The college recognizes the significance of conducting regular audits to ensure compliance with financial regulations and to maintain the trust of its stakeholders. The external financial audit at SFS College is conducted by reputable auditing firms with expertise in the education sector. These audits encompass a thorough examination of financial statements, transactions, and internal controls, providing a comprehensive overview of the college's financial health. The audit process is characterized by meticulous attention to detail, adherence to accounting standards, and a focus on identifying potential areas for improvement. SFS College not only views external audits as a regulatory requirement but as a valuable tool for continuous improvement in financial management. By consistently embracing best practices in external financial audits, SFS College upholds its commitment to financial stewardship and ensures a robust financial foundation for its educational mission.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC plays a pivotal role in planning, guiding, and monitoring the quality of all academic and administrative matters at the institution. The IQAC keeps striving to improve the college's identity and develop the quality culture in the institution. As a result, IQAC created the Feedback analysis, and Benchmarking methodology to establish deliberate, consistent, and catalytic action for academic and administrative quality assurance.

·   **Benchmarking**: At SFS, benchmarking is a critical component of quality management. IQAC establishes several benchmarks for the institution after conducting an in-depth quality gap analysis and researching the quality standards of the country's leading higher educational institutions. Benchmarking has clarified the process, established internal quality standards, and highlighted departmental and institutional goals for the short and long term. Furthermore, benchmarking has resulted in equitable responsibility sharing, personal accountability, and highly productive outcomes.

·   **Internal Audits**: Internal Audits are conducted every semester to check the quality of the programs and the progress made by each department and the cells and committees at the end of each semester. The suggestions and observations are shared with the concerned faculty and improvements are sought from each area.

·   **Feedback:** IQAC is committed to continuous quality improvement by soliciting stakeholder feedback. Employers, industry experts, and alumni provide feedback on curriculum, add-on programs, and skill development programs in both formal and informal ways. This feedback provides valuable insights into improving and sustaining quality and commitment to educational excellence.

·   **Analysis**: IQAC conducts an in-depth examination of the feedback received from stakeholders to identify quality problems. Furthermore, frequent administrative audits have been initiated, and insights from such audits are quite beneficial in designing quality improvement actions.

·   **Experiential Learning**: The faculty are encouraged to provide experiential learning to the students. Experiential learning is encouraged by having real-time teaching and various activities to give the students a practical understanding of their subject.

· **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 faculty are encouraged to use online classes and upload their videos for the reference of the students. Flipped classrooms and other non-structured modes of teaching help students learn more engagingly and interestingly.

· **E-Content and Research:** Staff are encouraged to develop e-content on various topics for the holistic development of the students. The staff encourages the students to present and publish papers on the latest developments in their subjects which lead them to innovation.

Records the incremental improvement: The IQAC has committed itself to the quality assurance mechanisms of the institution and keeps a tab on all the activities conducted in the institution. The IQAC submits the AQAR every year and has a system in place to document the entire activities conducted in the college. The IQAC is the central documentary repository. The documentation process is robust and helps in tracking the improvements made in every sphere of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

St. Francis de Sales College, committed to the ethos of *"Educate and Empower,"* has proactively championed gender equity over the past five years through multifaceted initiatives in both curricular and co-curricular domains, ensuring an inclusive and empowering environment for women on campus.

Guided by the belief that empowerment begins with education, the institution has seamlessly woven gender sensitivity into both curricular and co-curricular fabrics. This comprehensive approach extends beyond academic realms, encompassing facilities, financial support, and sports, ensuring an inclusive environment where women thrive.

Curricular Activities: The College integrates gender-related discussions into its curriculum.

- **Open Elective Courses**
  - Integration of gender-related courses as Open Elective options.
  - Provides students with the opportunity to delve into diverse aspects of gender issues.
- **Undergraduate Program Emphasis**
  - Inclusion of gender-centric topics in the core undergraduate curriculum.
  - Focus on imparting knowledge about the role and significance of women in society.

Co-curricular Activities

- **Women Empowerment Cell Initiatives**
  - Organizes workshops and programs addressing women's empowerment and rights.
  - Aims to create awareness and instill a sense of empowerment among female students.
- **Health and Rotaract Club Engagement**
  - Conducts sessions contributing to the holistic development of women.
  - Extends students' exposure to societal issues through diverse co-curricular activities.
- **International Women's Day Celebrations**
  - Annual celebration honoring womanhood.
  - Recognizes accomplished women as "Women Icons" to inspire and motivate students.
- **Leadership Promotion**
  - Equal opportunity for male and female class representatives in every classroom.
  - Active involvement of female students in organizations like NSS, NCC, and College Council.

Other Activities

- **Health Awareness Programs**
  - Addressing menstrual hygiene and PCODs to promote women's health.
  - Talks by eminent personalities on critical issues like drug abuse, divorce, and dowry.
- **Workshops on Women's Health**
  - Specifically focuses on breast cancer awareness and mitigation strategies.
  - Sessions on nutritional care to promote overall well-being.
- **Yoga Sessions**
  - Regularly organized to empower mental and physical health.
  - A holistic approach to well-being, enhancing the overall quality of life.

Facilities Provided

- **Safety Measures**
  - Installation of CCTV cameras at strategic locations.
  - Restricted visitor access and multi-tiered security protocols.
- **Counselling Services**
  - Zero-tolerance towards gender bias and discrimination.
  - On-campus counselling centre ensures students have a platform to share concerns.
- **Common Room and Health Facilities**
  - Dedicated common room facility for female students.
  - Provision of washrooms with sanitary vending machines.
- **Financial Assistance Programs**
  - Girl child scholarship to support deserving female students.
  - SSA scholarship for economically weaker sections, fostering accessibility.
- **Sports Participation**
  - Encourages active participation of women in various sports.
  - Inclusion of women in football, baseball, kho-kho, basketball, and more.
- **Campus Demographics**
  - Over 45% representation of women students.
  - Over 69% representation of women faculty.
- **Gender Audit Initiative**
  - IQAC-led initiative to assess women students' satisfaction levels.
  - Electronic questionnaires circulated for comprehensive feedback.

In summary, the steadfast dedication of St. Francis de Sales College to gender equity, integrated into education, facilities, and activities, manifests a comprehensive environment where women are educated, empowered, and nurtured. This endeavor reflects the institution's ongoing commitment to cultivating a vibrant community of empowered individuals.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

St Francis de Sales College makes it its responsible for inculcating religious, cultural, regional, communal, and linguistic harmony among the faculty, staff, and students. The College imparts the values of the constitution and recalls the responsibilities of citizens to all the stakeholders. Various action plans were set to sensitize the students and staff to abide by the constitutional obligation

Academic Inclusiveness

- The intake of the students is not restricted to any special category or community.
- Scholarship facilities for economically backward students have helped them to come out of their financial crisis.
- A unified dress code removes the disparities between haves and have-nots.

Cultural Harmony

- To support the quote "Unity in Diversity" - Dasara, Onam, Christmas, Sankranthi, etc., are celebrated to bring cultural harmony.
- To introduce the culture of every state "Samskruti" - Ethnic day is celebrated.
- NEDA – North East Desalite Association unites the Northeastern Students.

Regional Harmony

- To honor the local heritage, students and staff actively engage in celebrating Kannada Rajyotsava,

showcasing various traditions, dance forms, and cultures of Karnataka.

Linguistic Harmony

- To celebrate the regional language every year Kannadothsava is celebrated.
- Department of Hindi organises Hindi Diwas.
- Tamil, Telugu, Malayalam, and Sanskrit languages are also provided to students as a part of their curriculum.
- "International Mother Language Day," "Book talk " and other similar activities encourage students to express themselves in their native languages for language preservation.

Socio-Economic Harmony

- On the occasion of World AIDS Day, the students took the initiative to spread awareness through Mime.
- To uphold the United Family culture Photography Context, photos with senior Citizens have been taken.
- To understand the hardship of farmers Vidhyarthi Raitha Sangama has been arranged.

Constitutional Values in Curriculum: According to university guidelines, students are pursuing the "Constitution of India' as Ability Enhancement Compulsory Course (AECC) in their Undergraduate level.

Co-curricular

- Ambedkar Study Centre hosts competitions and sessions on Constitutional values, rights, and duties, celebrating Dr. B R Ambedkar's Mahaparinirvan Diwas and organizing visits to Ambedkar Bhavan.
- The Gandhian Study Centre promotes Gandhian values through activities like cleaning Narayana Giri and Life skill Training programs.
- The College actively celebrates Independence Day, Republic Day, Gandhi Jayanthi, Ambedkar Jayanthi, Karnataka Rajyotsava Day, and other national and state importance days.
- Initiatives like a Voting Awareness rally, Human Rights documentary, NCC's voter registration drive, and various community activities, including visits to old age homes, tree planting, World Tobacco Day Rally, Anti-Drug awareness Rally, and Blood Donation camps, contribute to civic engagement and social responsibility.

St. Francis de Sales College promotes unity through academic inclusiveness and cultural harmony. With celebrations, language programs, and socio-economic initiatives, the College emphasizes constitutional values and civic duties. The holistic educational approach along with co-curricular activities, ensures students emerge not only academically proficient but also socially conscious and engaged in their communities.

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

7.2 Best Practices

7.2.1

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

Response:

Title 1: "Mind Craft: Nurturing Young Scholars – the Wednesday Seminar"

This best practice nurtures research skills in students, starting from the Undergraduate (UG) level. It fosters presentation, research, and publication abilities, fostering critical thinking and aligning with the UN's SDGs, promoting research engagement.

Objectives:

- To develop research presentation skills and be publication proficient.
- To foster research culture among young adults.
- To explore diverse and recent developments in research areas and domains.
- To instill a sense of social responsibility through academic pursuits.

The context that required the initiation of the practice:

Research involves creating new knowledge and utilizing existing knowledge in innovative ways. The inception of this practice was to foster intellectual curiosity by promoting research, a key driver of societal progress. The initiative aligns with the UN's Sustainable Development Goal of 'Quality Education.' The best practice embodies our commitment to practical quality education.

The Practice

- Launched in 2013, this practice lays the groundwork for a weekly platform where students express their ideas, ultimately cultivating a research-oriented mindset.
- The three-year progression begins with improving presentation skills, overcoming public speaking fears, and initiating a foundation for future research pursuits.
- In the second year, students delve into advanced research concepts, exploring methodologies and data collection techniques.
- The final year marks the culmination of the research journey, presenting completed papers at the Student National Seminar (SNS) organized by the College. This platform facilitates feedback from experts, enhancing attention to metacognitive skills. Some students may further contribute to the academic field through research publications.
- Going beyond institutional boundaries, the initiative invites students from across India, fostering

knowledge exchange. Interaction with experts and students from other colleges also aligns with the SDGs of Quality Education and Industry, Innovation, and Infrastructure, promoting a culture of social responsibility.

Evidence of success

- Increased Research Engagement: Diversity in research projects, showcasing a growing interest in research activities.
- Enhanced Presentation Skills: Improvement in communication during seminars, showcasing effective presentation abilities.
- Fostering Library Reading Habits: Growth in library reading habits, facilitating effective information gathering.
- Growth in Student Confidence Levels: Observable growth in the level of confidence as seen during research presentations.

Research Output:

- *Publications*: Publishing research papers, showcasing tangible outcomes of dedicated research endeavors.
- *Improved Critical Skill Development:* Remarkable enhancement in critical thinking skills, reflected in sophisticated research methodologies.
- *Alumni Career Paths:* Numerous alumni pursue successful careers in research-oriented fields, crediting their foundation to the Wednesday Seminar.
- *Collaborations with External Institutions/Experts:* Significant enhancement is seen through collaborations, providing valuable insights.
- *Social Impact through Research Venture:* Notable contributions to societal development addressing pertinent issues.
- *Expansion beyond the Institution:* The progress to an inter-collegiate academic venture signifies wider acceptance and reach.
- *Alignment with Sustainable Development Goals:* Direct alignment with the UN's Sustainable Development Goals, particularly in fostering quality education, innovation, and industry collaboration.
- *Positive Feedback and Testimonials:* Consistent positive feedback highlights the effectiveness of participants, faculty, and external evaluators.
- *Industry and Academic Recognition*: Recognition from academic circles and industries validates the program's quality of research, confirming its impact and relevance.

Problems Encountered and Resources Required

St Francis de Sales College is on the outskirts of Bangalore. Most of our students are from *rural schools and many of them are first graduates in their families*. Students face stage fear and communication difficulties. The College organizes spoken English and motivational sessions to aid students in overcoming obstacles. Rigorous training programs and step-by-step presentations have been the strategy to overcome problems. Effective execution also requires expertise from various fields to guide students efficiently.

Title 2: DISHA (DESALITE INITIATIVE FOR SOCIAL AND HOLISTIC ACTIVITIES)

This exemplary practice fosters social responsibility through the active involvement of students in a diverse array of extension activities, emphasizing comprehensive development and societal contributions that transcend academic pursuits.

Objectives:

- To foster social responsibility
- To promote civic awareness and raise empathy
- To cultivate respect for diversity
- To address bio psychosocial Concerns

The context

At St. Francis de Sales College, our mission, "The love of God and service to humanity," drives the DISHA (Desalite Initiative for Social and Holistic Activities) program, addressing prevalent socio-psychological challenges. Emphasizing holistic growth beyond academics, DISHA proactively fosters self-sufficiency, uplifts community well-being, and contributes to democracy.

Aligned with integral formation objectives, it reflects our dedication to societal welfare and nurturing individuals for positive societal impact through diverse activities and enhanced social responsibility.

The practice

DISHA, comprising various cells of the College along with the various Academic Departments engages students in various extension activities, reaching out to various target audiences. For these activities, the students are given Credit Points/Internal Marks which makes it to be harmoniously blended with the academic program. DISHA enables every Desalite to be part of extension activities, emphasizing the social commitment of the College.

Evidence of Success

Wide-reaching Impact: A large number of people have benefited directly from DISHA's initiatives

Student Engagement Surge: Student involvement has surged with a great number of students in the College actively participating in DISHA activities

Inclusive Outreach: DISHA's efforts catered to diverse groups, showcasing an inclusive approach

Balanced Student Commitment: Commendable balance between academic pursuits and societal contributions, showcasing holistic development.

Alignment with College Vision: Exemplifies the commitment to promoting the love of God through dedicated service to humanity, following the Vision of the College

Positive Feedback and Reports: Consistent positive feedback highlights the transformative impact and effectiveness

Recognition and Accolades: State and National-level awards, acknowledgments, and appreciation for

exemplary contributions to societal welfare.

Endorsements and Acknowledgments: Recognition by External bodies and governmental agencies of DISHA's alignment with national development goals

Problems Encountered and Resources Required

The tight academic schedule makes it a little difficult for all the students to contribute their time and energy effectively. A few organizations cite internal concerns in failing to extend help to such extension activities. Extension of services at State and National Level should be initiated. A greater positive response from government organizations can make the efforts of DISHA more effective

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: "FIRST STEPS, LASTING IMPACT: OUR FIRST-GEN JOURNEY" - St. Francis de Sales College's Commitment to First-Generation Learners

Introduction
St. Francis de Sales College, in its pursuit of excellence, has embarked on a transformative journey, marked by its commitment to first-generation learners. Aptly named "FIRST STEPS, LASTING IMPACT: OUR FIRST-GEN JOURNEY," the institutional distinctiveness centers on empowering first-generation learners, providing support, inclusive programs, and an enriching academic environment, ensuring they take confident strides into higher education and beyond.

Diversity of Student Demographics:

The heart of the institutional distinctiveness lies in the diversity of our student body. Students, many of whom are pioneers in their families pursuing higher education, find a welcoming home at our institution. We take pride in breaking down barriers and providing access to quality education for those who have traditionally been underserved.

Specialized Programs and Support:

Understanding the unique needs of students from varied backgrounds, St. Francis de Sales College implements specialized programs and support mechanisms. These initiatives go beyond traditional educational practices, ensuring that all students receive personalized assistance to overcome challenges and thrive academically.

Scholarships and Financial Aid:

Financial constraints should never hinder access to education. St. Francis de Sales College actively supports its students through scholarships and financial aid, allowing deserving individuals to pursue their academic aspirations without facing the burden of financial limitations.

Mentorship Programs:

The College places a strong emphasis on mentorship programs designed to guide and encourage all students, fostering personal and professional growth. These programs aim to provide a support system that goes beyond academic concerns.

Community Engagement Initiatives:

Active engagement with the community is a cornerstone of our approach. These initiatives not only encourage greater student participation but also contribute to a collaborative learning environment, extending the educational experience beyond the classroom.

Alumni Success Stories:

The alumni's success stories stand as a testament to the efficacy of our approach, showcasing the growth and progress achieved by individuals who took their initial steps into higher education at St. Francis de Sales College.

Collaborations with Industry Partners/NGOs:

To enhance educational opportunities, the college collaborates with industry partners and NGOs. These partnerships enrich the learning experience, providing practical exposure and ensuring that our students are well-prepared for the professional world.

Academic and Career Progression:

A noteworthy aspect of our success lies in the academic and career progression of the students. Many engage in part-time jobs during their studies, pursue higher studies, and secure full-time placements, exemplifying the transformative impact of our educational approach.

Inclusive Curriculum Design:

The commitment to preparedness is reflected in the inclusive design of the curriculum, in tune with the Bangalore University syllabus. Tailored to meet the diverse needs of students, the curriculum ensures that every individual is well-equipped with the skills and knowledge necessary for success providing various certificate and add-on courses, along with skill development courses and other sessions for growth.

Holistic Growth:

St. Francis de Sales College goes beyond academic pursuits, providing ample opportunities for sports, cultural activities, and other non-academic performances. This holistic approach ensures the overall development of our students, nurturing well-rounded individuals.

Awards, Appreciations, State and National-Level Recognition:

The achievements of our students have not gone unnoticed. Many have garnered awards, appreciation, and state and national-level recognition in various fields, serving as a source of inspiration and motivation.

Comparisons of Fees:

In recognition of the economic realities faced by many families, the college offers a distinct advantage in terms of fees. A comparative analysis reveals that St. Francis de Sales College provides quality education with comparatively lower fees than many reputed city colleges, ensuring affordability without compromising on excellence.

Diverse Cells and Department Associations:

Beyond academic excellence, St. Francis de Sales College houses various cells and department associations, such as Nature's Club, Health Club, Desalite Women Empowerment Cell, and others. These entities provide platforms for students to develop and showcase their talents, fostering a culture of inclusivity and skill development.

NAAC Recognition and Acknowledgment:

Both the previous NAAC visits and peer team members have acknowledged the college's dedication to serving a rural community, particularly focusing on backward classes and less privileged sections in the rural belt of Hebbagodi. This recognition underscores the college's commitment to inclusive education.

Fulfilling Parental Dreams:

For many parents, seeing their children acquire higher education at St. Francis de Sales College is a dream fulfilled. Unable to pursue education themselves, these parents aspire to provide their children with opportunities they did not have, creating a transformative impact on the entire family.

Conclusion
St. Francis de Sales College stands as a testament to the power of inclusive education, encapsulated in our journey of "excellence, efficiency, and transformation." Through our commitment to breaking barriers, providing opportunities, and fostering an inclusive learning environment, we continue to impact lives and create a brighter future for all our students, regardless of their background. As we reflect on our inclusive journey, the focus remains on ensuring that every student takes meaningful steps toward personal and academic success, contributing to the larger goal of building a more equitable and empowered society.

File Description	Document
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

St. Francis de Sales College's proactive approach towards embracing autonomy, international collaboration, adherence to NEP implementation, regular parental engagement, and participation in national ranking frameworks collectively reinforces its commitment to providing a holistic and globally competitive educational experience. These initiatives, grounded in a vision of excellence, efficiency, and transformation, position the institution as a dynamic contributor to the evolving landscape of higher education.

- **Focus on Autonomy and International Collaboration:**The institution aspires to achieve autonomy, aiming for greater flexibility in curriculum design and administrative processes. Strategic initiatives to establish tie-ups with foreign universities underscore the College's commitment to providing global exposure and opportunities for students.
- **Implementation of NAAC Recommendations:** Building upon the recommendations from the last NAAC Peer Team visit, the College has diligently executed measures to enhance areas such as placements, research plans, internships, innovation, IPR activities, and additional skill development programs.
- **Adherence to the Implementation of NEP in Karnataka:** The College actively adheres to the implementation of the National Education Policy (NEP) in Karnataka, integrating the admission process and examination module. Academic training programs have been offered to faculty members, administrative guidance has been provided to the office staff, and a supportive handholding process has been facilitated for students as part of this initiative.
- **Regular Parental Engagement:** St. Francis de Sales College recognizes the crucial role of parents in a student's academic journey, and therefore we conduct regular meetings with them to update and ensure the progress of students. The institution values the partnership with parents, fostering an open channel of communication to create a collaborative and supportive learning environment.
- **Participation in NIRF for Academic Excellence:** The College actively participates in the National Institutional Ranking Framework (NIRF), demonstrating a commitment to raising academic rigor and benchmarking itself against national standards. Engaging in such ranking systems reflects the institution's dedication to continuous improvement and pursuit of excellence in the academic domain.

Concluding Remarks :

The comprehensive overview of St. Francis de Sales College shows that the Institution stands as a beacon of academic excellence, committed to nurturing holistic development and social responsibility. Embracing the ethos of its Founder, Fr. Peter Mary Mermier, and guided by the Missionaries of St. Francis de Sales, the College has consistently demonstrated a dedication to fostering academic prowess, ethical values, and social commitment.

St. Francis de Sales College is not merely an educational institution; it is a vibrant community shaping individuals to excel academically, grow holistically, and contribute meaningfully to society.

- **Commitment to Excellence and Holistic Development:** The College remains dedicated to its vision of "Excellence, Efficiency, Transformation" and the mission of "Love of God and Service to Humanity." The emphasis on human and ethical values is evident in the continuous growth, academic achievements,

and promotion of brilliance and holistic well-being among students.

- **Strategic Initiatives and Collaborations:** The College has strategically initiated professional courses like MBA, and there are plans to introduce additional programs such as MCA, MSW, AI related courses, and Industry-integrated programs to cater to diverse academic interests. Multiple collaborations with academic institutes, universities, and industries showcase a commitment to providing diverse opportunities and a rich educational experience.
- **Infrastructure and Technological Advancements:** St. Francis de Sales College boasts of top-notch state-of-the-art infrastructure, including fully equipped digital libraries and ICT-enabled classrooms, fostering a dynamic and interactive learning environment. The commitment to innovation is reflected in the active engagement with digital resources, demonstrating a tech-savvy approach.
- **Social Responsibility and Community Engagement:** The College actively engages in community service, exemplified by student participation in extension activities, displaying a commendable commitment to social responsibility. Achievements in NSS, NCC, KCD, and R&R underline the institution's exemplary contributions to community development.
- **Addressing Challenges:** Acknowledging challenges related to language skills and socio-economic backgrounds, the College remains committed to addressing these issues, ensuring a supportive environment for all students.

In conclusion, St. Francis de Sales College continues to uphold its commitment to academic excellence, holistic development, and social responsibility. With strategic initiatives and a forward-looking approach, the College is poised to meet future challenges and contribute significantly to the education landscape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 2460 Answer after DVV Verification: 2356 Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	9	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	9	2	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	25	5	17	9

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2004	2242	1989	687	512

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
842	1281	491	111	576

Remark : DVV has made changes as per the report shared by HEI.

| 5.3.1 | **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	4	9	5	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	4	9	5	13

Remark : DVV has made changes as per the report shared by HEI.

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	34	32	12	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	9	8	10

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations