



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST. ANNE'S FIRST GRADE COLLEGE FOR WOMEN

**NO. 2, MILLER ROAD VASANTH NAGAR
560052**

www.stannesfgcmillerroad.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Anne's First Grade College for Women, Miller Road, is a private unaided, minority self-financing institution. It was established in 1995, founded and managed by the St. Anne's Education Society of the Religious Society of the Sisters of St. Anne, Bangalore.

It has its branches spread all over India, Germany and Africa. The Society is grouped into Provinces in order to facilitate administration.

The institution started with only one UG programme with 35 students and currently the strength is 1204 students and thirty one qualified staff. Since its inception, SFGC has seen steady progress in strength, excellence, and social accreditation. Today the college has four UG programmes one PG programme and one additional UG programme proposed. The institution offers certificate courses, and student forums are well in place to cater to the current requirements of young women. In keeping with the vision of our founder, Bishop Stephen Louis Charbonnaux, to reach out to women and in particular the female child, the institution offers its portals to students from diverse backgrounds and is committed to empowering the young woman.

The management's thrust is on its founding Charism and the emphasis is on the goals and objectives set for the holistic development of women and achieving the ideals of the nation. Academically, the institution has been striving towards excellence and students have featured on the University Rank list across the years. The college encourages students to prepare for the competitive exams by providing facilities and enhancing teaching methodologies. Innovative teaching methods are incorporated by the staff. The placement cell takes keen interest in arranging employability training classes by various company personnel as well as organizes placement drives inviting companies for campus recruitment.

Various committees, cells and clubs are operational which assists each individual to hone her potential. The Women Cell-STHREE SHAKTHI plays a vital role in empowering young women in the campus through its activities. The institution's ethos is inculcating values and ethics and thus evolving as a responsible citizen of the nation.

Vision

Empowered by God and dedicated to our motto of "Love and service", to broaden perspectives and awaken the national consciousness of women through quality education.

Mission

In fulfillment of its vision, S F G C is committed to fostering academic excellence, moral uprightness, aesthetic

sensibilities, social skills, physical fitness and spiritual growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Student diversity – students belonging to various caste, community, culture, economic background, religion all find conducive environment and the number has increased attracting all categories of students.
- Determination to provide quality education at affordable cost, facility to pay the fees in instalment, diligent efforts in processing all government scholarships (Sc/St, minority, Arivu loan , fee concession to deserving students from the college .(reduce the stress of parents of their financial constraints to seek admission in the college)
- Location of the college - urban area with commuting made easy through public transport
- Infrastructure facilities including ICT, Language Lab, well equipped labs, and automated library system and Student and faculty Information Centre for enhanced teaching learning process.
- Very good social accreditation of the college earned through value based education.
- Encouragement given to undertake projects and internship especially for the final year students although not mandated by the affiliating university.
- Academic excellence initiated through peer coaching and becomes an integral part of the CIE process
- A Motivation Committee appointed to identify high achievers to strive for university ranks
- Students featuring on the rank list (Current year two students attained 3rd and 5th rank respectively)
- Placement training programs are organized regularly and companies are invited for campus recruitment. Many students are selected and placed in these companies.
- Women Empowerment is the primary focus as it is an institution for women

Institutional Weakness

- We are unable to bring in changes in the syllabus or start new courses to meet the demands of placement/ job market due to University affiliation
- College being self financed institution, we are unable to procure grants from statutory bodies like UGC (in spite of having the recognition under section of 2(f) and 12(B) of UGC Act 1956) for research projects
- Mobilizing funds to organize regular National/international level conferences/seminars/workshops
- Research activities to be achieved in a phased manner

Institutional Opportunity

- Develop Research and Development (R& D) work and establish facilities with the magnanimous approach of the Management
- For further quality enhancement and excellence formulate more MoUs and establish Academia – Industry collaboration
- Facilitate the placement drive more intensely with prior engagement of students in industry based

projects/ internships

- Use of ICT to the extent of 100 % in teaching, learning and evaluation and in administration
- Exploring the avenues of LMS enabled teaching and learning for the students and faculty
- Improve and progress the efforts of Incubation centre and ED cell which will promote quality enhancement in diverse areas (experiential learning, earning while learning)
- Introduce new courses like B.Sc in fashion designing, add on courses like animation, web designing and conducting need-based surveys to cater to the current market scenario
- Initiate systems to get energy required for the campus from the renewable energy sources.
- Strengthen the systems of E-governance to facilitate the participation and information sharing of all the stake holders.
- Increase life skill training programmes

Institutional Challenge

- Compete with well established and reputed institutions in the neighbourhood – autonomous colleges
- Offering more market relevant courses has become near impossible due to the affiliation mode.
- Being a self financed institution teacher retention and employee retention as grant in aid system offers attractive pay scale
- Sustaining traditional degree courses
- Constraints from parents who do not encourage their wards to take courses like travel and tourism though it has market demand
- Balancing between academic excellence and social responsibility activities – semester system becomes an encumbrance to achieving these goals
- Attracting students to opt for humanities as the exodus is towards Commerce and Management programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Anne's First Grade College for Women is affiliated to Bangalore University (1995- 2018)and Bengaluru Central University from 2018-19 Onwards, The Institution follows the prescribed syllabus of the affiliating University for its Undergraduate and Postgraduate Programs.The Institution follows the Calendar of events of the affiliating University with regard to Teaching-Learning and Evaluation. However, Curriculum is operationalized by the IQAC with the help of different departments to develop and upgrade both academic and professional skills.

The College adopts CBCS system in accordance with the norms of affiliating University.

The Institution integrates cross cutting issues relevant to gender, environment and sustainability, human values and Professional ethics into the curriculum.Courses like Environment and Public Health,Culture Diversity and Society,Personality Development,Science and Society, Public Relation and Corporate Communication,Business Ethics and Clubs & Cells like the Eco Club, Women's Cell, Human Rights Cell, Community Orientation Clubetc., have been incessantly working to enhance the ability of each student towards a better tomorrow.

Fulltime teachers in the college are members of various academic bodies such as BoS, BoE, and Academic Council.

Final Year B.Com and M.Com students of the College take up internship/field project work to enhance their Practical knowledge.

Placement Cell organizes life skill programs, Certificate & Diploma courses and add-on programs to help the students become independent and take up various entrepreneurial roles.

Feedback on Curriculum is taken from various stakeholders and is analysed and remedial action is taken for better curriculum delivery.

Teaching-learning and Evaluation

The College incorporates innovative and student centric methods of teaching, learning and evaluation to cater to the welfare of the student community.

It attempts to provide absolute transparency in student enrolment and profile by providing reservations to students from other states. It also adheres to the reservation policy by the Bangalore University and then enrolls students for an academic year.

The College caters to student diversity as it assesses the learning capacity of each student and integrates programmes that assess the learning levels of each student by organizing Peer Tutoring, Bridge Course and Remedial Coaching to accelerate the academic progression of slow learners and advanced learners.

It incorporates student centric methods of teaching, innovative and creative practices within the classroom to increase the learning efficiency of the students. The faculty along with the IQAC design and implement participative, experiential and problem-solving methodologies to cater to the overall understanding of a subject.

The institution recognizes and encourages the full time teachers who receive awards, recognition, fellowships at State, National, International level from Government and recognized bodies. It conducts periodic evaluation of the learning of the students. The Exam Committee and the faculty plan and conduct Unit Test, Pre-final Examination, Assignments and Presentations during the course of the semester. The marks secured in these formative assessments are included in CIE. This aids in evaluating the POs, PSOs and COs that contributes to student's performance.

Research, Innovations and Extension

St. Anne's first grade college for women has been instrumental in the identification process of the crucially important academic success and quality based research. The research scholars delineate a profound interest in maintaining the integrity and adhering to an incorruptible ethical standard in the pursuit of truth and verity. The research team has invariably upheld the vision and mission of the college by fulfilling the specified tasks and

engaging in responsible mentoring to ensure the institution is appreciated by the manner in which research is supervised.

Code of Ethics is one of the ethics in research to tackle plagiarism, therefore the need arises to assess the work of any research by maintaining professional ethics and avoid the work of imitation.

In terms of quality based research, the research cell bears the notion that every individual is unique and has always granted high respect and honour and has stated equality among the research participants. Equal opportunity is granted to every individual to partake in various research activities according to their areas of interest. The cell has encouraged and made it mandatory for all the faculty members to involve themselves into publication of surveys, journals and other research works by meticulously asserting confidentiality and following the consented rules and regulations. It has also greatly marked assiduity by unremitting attention when dealing with an individual's emotions and privacy.

The research cell has always been fair and just and has always believed in fair judgement between two individuals. The cell has strictly followed the Copyright Act, Intellectual Property rights and has worked on to prohibit plagiarism. The cell accurately follows standards of research by avoiding any manner of misconduct, and violation of the law such as plagiarism, piracy, IPR, gender bias and racial discrimination.

The Institution has developed an Incubator Centre called the **ANNE'S INNOVATIVE MINDS (AIM)** which involves invention, innovation and transfer of knowledge of students'

Infrastructure and Learning Resources

The Management and the institution are committed to an incremental improvement in both physical and knowledge infrastructure. The institution is well equipped with necessary infrastructure needed for carrying out various activities. The institution has a well maintained campus spread over 2.97 acres. The existing infrastructural facilities are utilized both for conducting theory and practical classes. Every classroom is equipped with a podium and a writing desk for the lecturers.

The institution has four ICT enabled seminar halls with the seating capacity of 60, 100, 100 and 150 which are well equipped to conduct conferences, seminars and workshops for the students and faculty members. The institution has classrooms with ICT facilities with overhead LCD Projectors which help the lecturers to deliver the effective lectures.

The library has seating capacity of 140, 2 Computer cabins, 28 Computers for students and 04 for faculty to browse. There are 13,000 (Thirteen Thousand) volumes available in the library for the use of students and faculty, which include Reference books, General books, Dictionaries, Encyclopaedias, Subject books. OPAC (Online Public Access Catalogue) facility is available. The Library has a Book Bank facility for SC/ST students and economically disadvantaged students. CCTV cameras are installed in the library for strict surveillance.

EASYLIB Software is an integrated system with all the necessary modules needed for running a library very efficiently.

The institution has a well – equipped computer centre which is equipped with Latest Computers. The students and the teachers can avail the facility of internet. The spacious classrooms in the Campus provide a conducive atmosphere for dynamic and focused discussions.

Student Support and Progression

The main highlights of this criterion are the efforts of Institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into students' performance and Alumni profiles and the progression of students to higher education and employment.

Student mentoring and support

Facilitating mechanism like grievance Redressal cell welfare measures to support student, specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well-structured, organized guiding and counseling system.

Student progression

The Institution has concern for student progression to higher studies and employment. The soft- communication and organizational skills organized by placement cells like guidance for competitive examination career counseling. Students get awareness of employ mental issues such as protection, conservation, with an emphasis on educating in on empowering students.

Students participate in various activities such as Human rights and community orientation which helps them to recognize freedom to make choices and to develop potential human beings. It attempts to shape young women's force in the college in order to achieve their milestones, aiming at social and intellectual upliftment of the students.

Anne's inspiration tries to strengthen the ties between alumni and the community through women empowerment we promote better social understanding and unity among different communities. The motive is carried over by the alumni through integrated development programmes.

Governance, Leadership and Management

Effective leadership and good governance has helped to achieve and sustain effective administration at all levels of institutional functioning.

The strategic practices delineate in a hierarchal order from the Management downwards as all planning, decision-making, executing and monitoring are systematically reviewed and revised as discussed and recorded in the proceedings. This furthers the process of accomplishing the institutional goals of concrete development.

Participatory Management is evidenced through devolution of power as employees across all levels are encouraged to contribute towards identifying and setting goals, problem-solving and decision-making process.

The dynamics of this process is streamlined to include all stakeholders concerned as part of the institutional policies that is ultimately reflected in the participative procedure of the institution.

Grievances are redressed through transparent mechanism created for this purpose which provides all stakeholders a forum to express their grievances and follow up action taken as the case may be.

The Management policies and provisos are clearly stated in the Service Rules and all stipulations regarding recruitment, annual salary increment, designations, leave, and code of conduct applicable to all employees of the institution.

Financial support to attend Faculty Development Programs/Orientation Programs/Seminars/Conferences/Workshops and Professional Development training Programs for Academic staff and Administrative staff is borne by the institution. The institution being a self-financing minority institute all programs are funded by the institution.

The IQAC initiates sustainable quality measures and ensures successful execution of all perspective plans to enhance, evolve and enrich the teaching-learning aspirations of the college.

Institutional Values and Best Practices

St. Anne's promotes a sense of pride in being a woman, empowering students to be independent. They are sensitized to specific issues and challenges facing women. A protective atmosphere is provided with guidance and counselling, giving them a sense of equality regarding gender and also with those who are differently abled.

The institution strives to do its part in preserving our planet. Energy saving LED bulbs have been installed. Lights and fans are used only when necessary. Waste is segregated and disposed appropriately. A rainwater harvesting system has been installed to minimize dependence on water from outside sources. Most students use public transport. Use of plastic is minimized. Paper use is reduced by using electronic means. A well-maintained garden, potted plants and trees form the lungs of the campus.

Social responsibility is inculcated through interactions with the underprivileged and by conducting awareness programmes. This gives opportunity to the students to hone their leadership and communication skills and to empathise with those with whom they interact.

The institution tries to exploit its locational advantages. It has also tried to compensate for its locational disadvantages.

There is a strong emphasis on values-based education and ethics as a guide to behaviour. A sense of patriotism and good citizenship is nurtured. The institution teaches by example – it follows the stipulations of various governing bodies of higher education and has a code of ethics for staff and students. There is transparency in all the facets of the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANNE'S FIRST GRADE COLLEGE FOR WOMEN
Address	No. 2, Miller Road Vasanth Nagar
City	Bengaluru
State	Karnataka
Pin	560052
Website	www.stannesfgcmillerroad.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Aneecia	080-22383421	7019408323	080-22340859	stannesmillersroad@yahoo.in
Professor	Brinda Srinivasan	080-23312280	9008717949	080-22266031	brinssri@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details				
Date of establishment of the college	04-08-1995			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Karnataka	Bengaluru Central University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	11-10-2013	View Document		
12B of UGC	11-10-2013	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No. 2, Miller Road Vasanth Nagar	Urban	12019.16	3614.28

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom, Commerce	36	II PUC	English	300	299
UG	BBA, Management	36	II PUC	English	60	60
UG	BA, Arts	36	II PUC	English	60	42
UG	BCA, Science	36	II PUC	English	40	26
UG	BSc, Science	36	II PUC	English	50	17
PG	MCom, Commerce	24	Degree	English	40	37

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	9				1				21			
Recruited	1	8	0	9	0	1	0	1	2	19	0	21
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				15
Recruited	4	11	0	15
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	6	0	0	0	0	0	1	0	7
PG	0	2	0	0	1	0	0	7	0	10

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	11	0	12

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		4	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	0	0	0	0	0
	Female	398	20	0	0	418
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	37	0	0	0	37
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	94	102	84	84
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	4	4
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	232	288	256	266
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	75	39	73	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	1	3	0
	Others	0	0	0	0
Total		404	431	420	412

3. Extended Profile

3.1 Program

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

Response: 1066

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1204	1191	1198	1164	1059

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
262	262	262	262	241

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
404	398	386	357	281

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	29	30	30	29

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	30	30	29

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
158.80	56.03	87.28	68.95	64.52

Number of computers

Response: 125

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

St. Anne's First Grade College for Women is affiliated to Bangalore University (1995- 2018) and Bengaluru Central University from 2018-19 onwards, and follows the prescribed syllabus of the affiliating University for its Undergraduate programs - B.Com, B.B.A, B.A(Psychology, Journalism, Optional English), B.Sc (Physics, Mathematics, Computer Science)and Postgraduate program - M.Com. The Institution follows the Calendar of events of the University. The Syllabus is mandated by the University but the Institution plans the curriculum delivery keeping in view, the vision, mission and core values that the college intends to impart for the holistic development of the students.

In the beginning of the academic year the Principal sends circular to the IQAC, who in turn appeals to Department Heads to prepare the following documents and submit it to IQAC :

- Department Time Table which is later synced with Master Time Table for an Effective Study Schedule and Time Management Strategy.
- Teacher Requirement Mapping by HODs for effective recruitment by the management to maintain a balanced work environment.
- Curriculum Deployment Plan, Curriculum Delivery Tools and Recordal Mechanisms.
- Bridge Course Curriculum designed to nurture the students by preparing them mentally for the intellectual challenges of higher education.

HOD's organize brainstorming sessions in their respective departments to prepare a well-planned curriculum delivery blueprint. It includes the strategies, ICT tools to be employed, other than the traditional chalk and board method. The institution also integrates cross cutting issues relevant to gender, human values, personal ethics etc. into the curriculum for the holistic development of the student.

The various Cells / Committee / Club and Association are asked to prepare their Strategic Perspective Plan for the academic year.

As the documents are submitted, the Principal and the IQAC coordinator simultaneously give their approval for deployment.

The IQAC in association with the HODs ensures effective implementation of the planned activities in the course of the academic year.

Work Diary is maintained and submitted to the HODs and the Principal at the end of every month for verification.

Parents are updated about their ward's performance by the mentors on a regular basis.

Remedial classes are conducted based on students' performance in tests and exams to encourage the slow learners by working with them patiently and helping them to do their best.

The faculty enhances the learning process by organizing co-curricular activities such as educational trips, workshops, guest lectures, departmental fests, exhibitions etc.

The library forms a student-centric learning centre which provides adequate number of books, journals, periodicals, newspapers, e-sources, INFLIBNET, DELNET and other reference materials.

Faculty members are encouraged to participate in FDPs, conferences and seminars to upgrade and update their knowledge. Also, the college conducts Faculty Development Programs, Workshops, National Conferences and Seminars by inviting eminent Resource Persons.

The College encourages students to participate in Conference/Seminars/Workshops organized by the University and other relevant bodies to update their knowledge and improve the learning practices.

Feedback is collected from different stakeholders, analyzed and action is taken to ensure effective curriculum delivery.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/

Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 3.38

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	01	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 3

1.2.1.1 How many new courses are introduced within the last five years

Response: 32

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 5.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
69	132	55	92	0

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

1.3 Curriculum Enrichment

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

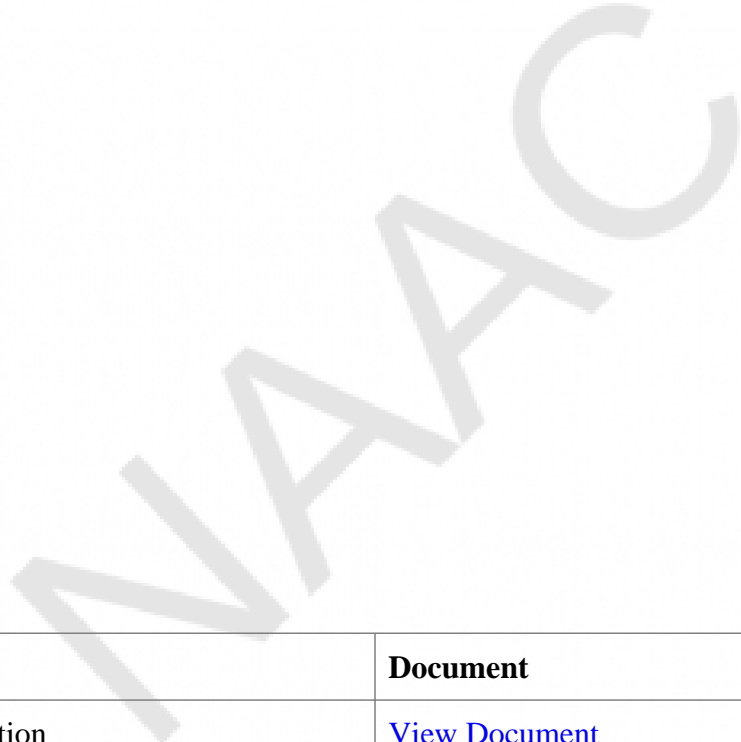
Response:

Cross Cutting Issues	Name of the Course/Subject/Club/Cell	Relevance
<i>Gender</i>	'STHREE SHAKTHI' – Women's Cell	Determines to create awareness of issues pertinent to gender sensitivity, gender equity and a safe environment for women.
	Anti-Ragging Cell	Averts the occurrence of any kind of ragging that affects the mind

		and environment of the students within the Institution
	Prevention of Sexual Harassment Cell	Aims at providing a safe environment for the students
	'SAMANA' – Equal Opportunity Cell	SAMANA was formed in order to create a fair, unbiased and equitable study environment for the students.
	'SEVA SADAN' – Community Orientation Club	It is an integral part of the education of our nation's youth. Through service to others, students improve their self-esteem, develop a sense of responsibility, and develop sensitivity to the needs of others and the community as a whole.
<i>Environment & Sustainability</i>	'GREEN WARRIORS'-The Eco Club	Determines to work persistently for a pollution-free environment and establish an eco- friendly surrounding.
	Ability Enhancement Compulsory Courses	Comprises wide range of topics related to an ideology that underpins the relationships between environment and human health and issues such as waste management, pollution and socio-economic imbalances.
	Culture, Diversity and Society	Throws light on topics such as Indian society, culture, unity, diversity, social stratification, family, village, women, contemporary challenges such as Communalism, Fundamentalism, child labour and globalization.
	Science and Society	Identifies the societal impacts of Science and Technology. Provides basic information on consequences of the products of the scientific discoveries on environmental issues and safety of humans.
<i>Values & Professional Ethics</i>	'NAMMA HAKKU' - Human Rights Cell	Working conscientiously by helping to nurture a spirit of national consciousness in students, and to create awareness on the fundamental rights of the

	people.
UTHKARSH' -Entrepreneurship Development	“Sthree Vikas” is a training program in their interested fields under trained professional guidance. Helps to sensitize the development of women entrepreneurs.
SHODH' – Research Cell	The research ethics concerns the responsibility of researchers to be honest and ethical. It tackles plagiarism by maintaining professional ethics.
Transferrable Skills And Life Skills	Development of skills such as communication skills, interpersonal skills, soft skills, etiquettes, facing interviews and writing skills.
Outreach Programs	To sensitize students to the vulnerability of the underprivileged, arrangements are made for regular visits to orphanages and destitute homes.
Personality Development	Demonstrates an understanding of group dynamics and effective team work with abilities such as effective and proactive leadership, resolving conflicts, motivational skills, societal decorum and professional decorum.
Indian Constitution And Human Rights	Communicates rights that are enforceable through the court of law and identifies individual roles and ethical responsibilities towards the society.
Value Education	It includes values that are nurtured through daily assemblies. Aims to inculcate moral and ethical values for the holistic development.
Business Ethics	Examines ethical principles and provides knowledge related to the behaviour and obligations of business professionals.
Public Relations and Corporate Communication	Expands the study on physical and psychological attributes, such

as moral values and etiquette, required in a business arena.



File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.44

1.3.3.1 Number of students undertaking field projects or internships

Response: 234

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.82

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	9	9	3	10

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 84.59

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
455	404	431	420	412

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
510	510	510	510	470

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 52.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
136	130	148	139	125

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The institution streamlined mechanism for continuous monitoring and evaluation of the students. The institution assesses the learning levels of the students on the basis of their qualifying exam at the time of the commencement of the program. Students enrolled in various disciplines are identified as slow and advanced learners based on their +2 marks. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners.

The tutors of the respective classes of UG extend valid support in classifying the students with reports based on

- Performance on Qualifying Examination
- Performance in unit tests and Pre-final Examination
- Performance in Assignments
- Class room participation

Strategies adopted for slow learners

- Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them catch up into their peers.

- Poor performance due to frequent absenteeism is dealt by meeting the parents of such students frequently.
- Group Study System is also encouraged with the help of the advanced learners.
- Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials.

Strategies for the advanced learners

- Special Coaching classes for the first 5 class toppers of every class after the internal test are conducted regularly to secure University Ranks.
- Provision of additional learning and reference material.
- Assignment and Student Seminars on contemporary topics to enable them for placement.
- Advanced Learners are provided coaching classes for competitive exams.
- Students are encouraged to participate and present papers in various Seminars/ Conferences/ Workshops/ Inter-Collegiate Competitions organized by other colleges.
- The academic achievements of the students are extremely motivated and highly praised by the College by celebrating Graduation Day every year. Students, who secured Ranks in the University Examination, are honored with Medals in the Graduation Day.

Strategies adopted for student improvement:

- Parents' orientation session by each class mentors with the parents was conducted to update students' performance in class as well as to inform what are the various opportunities given to students apart from academic programmes to increase their extracurricular talents .The main intension of this orientation was done for the parents to motivate students for their involvement in all extracurricular events.
- The institution organizes Orientation programmes for freshers both at the college level and at the department level. The facilities in the college and the scope of the subjects being learnt are introduced in these sessions. Apart from this, sessions are also included to inculcate positive attitude and competitive spirit. This process helps as a base for monitoring the future progress of the students.
- Bridge Courses are conducted at the departmental level to lift the students to the level of higher education.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio	
Response: 40.13	
File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	
2.2.3.1 Number of differently abled students on rolls	
File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>Participative Learning:</p> <p>Formative tests: The lecturers often conduct periodic testing of the students through formative tests. Unit test, Pre-final examination, Presentations and assignments are designed in a manner to accelerate the learning of the student. This method helps the faculty to evaluate and monitor the student's academic progression.</p> <p>Quiz: The faculties design quiz modules to make learning interesting and fun. Students actively take part in the quiz as it helps them to remember the details of the text and gain knowledge about their subject. This approach to learning has paved way for interactive and fun-filled sessions in the class-room.</p> <p>Guest Lectures, Workshops and Seminars: based on the growing dynamics of the subject help the students to be aware of the new advancements in their field of study. This helps the students to be well informed about the progression in a subject.</p> <p>Experiential Learning:</p> <p>Bridge Course: Each Department plans, organizes and conducts a Bridge Course for the first year students during which the syllabus is introduced and the technical aspects of the subject is explained. This helps the student to understand the subject better and grasp the details with ease while they study the subject topic in detail.</p>
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Peer Tutoring: In this method, the student who is proficient in a subject offers to help and guide the students who are slow learners. The class mentors divide the class into advance learners and slow learners and allot a time table for them to study. The advance learners help and guide the slow learners in a manner to accelerate their understanding of a subject and perform better.

Field Trips: The students are taken on field trips to industries and centers of higher learning where the students get a hands-on experience of how an industry or organization functions. This helps them retain knowledge more effectively in the context of these virtual learning forums. This method often bridges the gap between classroom learning and practical application.

Problem Solving Methodologies:

The problem-solving methodology such as open-ended questions, case study analysis, out of the box thinking, projects, writing research papers are a method of learning that helps the students to obtain knowledge through rational thinking.

Open-Ended Questions: The open-ended questions methods such as creative writing, word limit answers are a part of the lecture sessions and activities in the humanities subjects pave way for creative, critical and alternate thinking that helps students analyze a problem and find solutions and draw conclusions for a single problem. This aids in the multi-layered interpretation and understanding of a subject topic.

Writing Research Papers, Assignments and Projects: Students are allotted Presentation and Assignment topics that enhance the creative and critical abilities of a student. The topics allotted are not just curriculum bound but also incorporate newer perspectives that have to be read, investigated and analyzed. The marks that are allotted are added to the internal assessment marks in order to encourage and motivate the students to perform better.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 70

2.3.2.1 Number of teachers using ICT

Response: 21

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 38.84

2.3.3.1 Number of mentors

Response: 31

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The teaching fraternity incorporates newer methodologies of teaching to accelerate the learning process of students.

Movie screenings is a part of their curriculum. The teacher carefully selects the movies that the students watch in order to make sense and draw connections between the subject they study and practicality. This enhances the overall understanding of the subject and aids in the student's learning process.

Activities like **group discussions and debates** are conducted by the subject teacher. These group discussions involve current advancements and their applications in day-to-day life. The discussions help build the personality of the student as they learn to gather courage and speak in front of a gathering. It paves way for helping the students gain knowledge of the overall development of a certain field and enhances personality development.

Periodic quizzes are conducted by the concerned teacher of a subject which helps students to move beyond lectures and helps them interpret the subject details in a more competent manner. This trains the students to cultivate the habit of taking part in inter-college and intra-college activities enthusiastically.

Guest Lectures and Workshops based on the growing dynamics of the subject help the students to be aware of the new advancements in their field of study. This helps the students to be well informed about the progression in a subject.

Role Plays wherein the students are given real life situations which are connected to their respective curriculum or pick extract from their texts and are guided to enact and convey a message. This initiates positive elements of learning and gain initial experience and instill in them confidence to be active learners.

Open Discussions are conducted within the classroom through in-house debates and pick and speak events. The students have an opportunity to express their viewpoints in the class which by and large enhances the learning experience of each individual.

Periodic Street Plays are staged within the campus and outside the campus by various Cells and Committees to raise awareness about social issues. Sthree Shakthi: Women Cell has staged various street plays to promote gender equality, equity and empowerment. Likewise, the IPR Cell staged a street play

outside the campus to raise awareness on Intellectual Property Rights. This helps students understand themes and issues around a problem.

Students are encouraged to **conduct case studies** on different subjects and social issues so that they get an overall understanding of the environment and issues surrounding the environment. They provide conclusions and solutions by thinking out of the box and this ameliorates their learning experience.

Students are encouraged to do **ICT presentations** and get a hand on experience on the use of computers in their learning. The topics given for presentation help the students to develop their presentation skills and communication skill as they boost the confidence of the students.

These methods invariably results in the overall development of the students and teachers who consistently work on ameliorating the teaching-learning process and significantly helping them to evolve into independent thinkers.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 6.07

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.28

2.4.3.1 Total experience of full-time teachers

Response: 218.5

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 3.38

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 16.77

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	6	5	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Assessment of performance is an integral part of the teaching and learning process. Towards creating a sound educational strategy, the institution adopts Continuous Internal Evaluation (CIE) System to assess the overall aspects of a student's development. The institution adheres to the syllabus prescribed by the Bangalore University. An academic calendar specifying the date/time of various academic events to take place during the academic session has been notified prior to the commencement of the academic session.

The evaluation process of a student is assessed through formative assessments such as:

- Indulging in group discussions based on the subject.
- Learning through classroom interaction. By asking questions related to the topic being taught, a student has been assessed on the basis of intellectual reply.
- The ability of the student to think outside the box through graphic presentations and mind maps.
- Students are allotted topics for presentations and are assessed on the basis of their oratory and presentation skills. After the completion of a particular chapter in a subject, each student will be given a topic to be presented. The assessment is done on the basis of 1. Preparation of concepts and 2. Interaction with the other students
- Knowledge through performance on quizzes. Various activities such as quiz competition, debate, exhibition, essay writing etc. have been conducted during inter-class competition. Students are motivated to participate in each event.
- The institution adheres to these practices by conducting a Unit Test for 20 marks in between the semester. The Unit test marks are reduced and added in the CIE.
- Academic progress during a course through assignments, punctuality and initiative. The academic progress has been assessed on the basis of 1.Submitting the assignment before deadline 2.Solving the assignment 3.Punctuality in attending the lectures. 4. Taking initiative during inter-class activities, intra-collegiate competition, conferences/workshops as well as fests.

The evaluation process of a student is assessed through summative assessments prescribed by the

Bangalore University such as University guided practical exams, Pre Final Exam and final written exam.

- As per the University time table, Practical Exams are conducted and the performance assessed is included in the CIE.
- The Pre-Final examination is conducted towards the end of the semester for 70 marks in order to help the students to familiarize the question paper pattern and prepare for the final examination. The marks are reduced and included in the CIE.

For effective implementation of CIE system at the institutional level, the institute conducts a unit tests and a pre-final examination per course per semester and performance is assessed based on the tests. The performance of the students is scrutinized by the Principal and the feedback is given to the concerned faculty. The answer scripts are returned to the students after evaluation for their information, providing sufficient transparency and accountability. CIE marks are shown to students along with their answer scripts by the teacher concerned enabling them to have access to the evaluated answer scripts before the marks are forwarded to the examination section.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

Internal assessment in college is transparent and every student is made aware of the standard internal evaluation procedure of both theory & practical subjects in accordance with the regulations of Bangalore University. Internal Marks for the examinations (theory and practical) are displayed on the notice boards prior to uploading it on the University website. Marks obtained in all examinations are recorded in registers. The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the IQAC.

A Parent-teacher meeting is conducted at the end of every semester to inform parents regarding his/her ward's progress across the semesters. The schedules of unit tests, pre-final exams are communicated to the students at the beginning of the semester as given in the academic calendar. The internal assessment evaluation process is communicated to students by the respective faculty and also during orientation programme for first year students. Students are given general instructions regarding the evaluation methods of University answer scripts. The periodic instructions issued by the university are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the student's notice board. Further any changes in the evaluation process will be communicated to students and faculty through circulars. Syllabus for internal assessment will be communicated to students well in advance. Theory subjects are assessed through internal tests, Pre Final Examination, Assignments and Seminars and paper presentations. Practical subjects are assessed through internal tests, University external lab exam and Mini projects.

The Formative evaluation approaches for students includes assessment on the basis of Attendance, Seminars/Paper Presentations, Classroom Interaction, performance on quizzes, group discussions punctuality and initiative.

Through Peer Coaching, a student who is proficient in a subject offers to help and guide the students who are slow learners. Role-plays are another innovative practice that is incorporated into teaching-learning as it attempts to involve the students to assume the role of a certain character. Students are encouraged to conduct surveys, case studies and interviews on different subjects and social issues. Students are also encouraged to do ICT presentations.

The examination committee with a senior teacher as convener and other teaching and non-teaching staff as members is constituted to handle the issues regarding evaluation process.

Pre-final examinations are conducted keeping to the schedule of the academic calendar.

The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance. The students are informed of the Revaluation scheme available to them. Revaluation is permitted for students who apply within the stipulated time on payment of a prescribed fee. Students are also permitted to apply for challenge valuation wherein students can request for photo copies of their answer scripts on the payment of the prescribed fee.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

College Level:

College has created a transparent mechanism to redress student's grievances related to academic processes, such as internal assessment, attendance, conducting of examinations and assignment evaluation.

The examination committee with a senior teacher as convener and other teaching and non-teaching staff as members is constituted to handle the issues regarding evaluation process.

The Grievance Redressal Committee at the Institute level deals with the grievances of the students. The blue book which records the assignment of students is returned after evaluation and any corrections is followed up by the subject teacher. The internal marks of the students are displayed on the notice board to ensure transparency in evaluation. After unit tests and exams, answer booklets are distributed to the students for any clarification. If a student is not able to appear for examination due to medical or any genuine reason examination is conducted for that student as per norms, provided that he/she submits application with proper documents.

Pre-final examinations are conducted keeping to the schedule of the academic calendar. The exam committee prepares a timetable which is put up on the notice board a week prior to the commencement of the examination. Seating plan and table marking is followed even for internal assessment tests and it is displayed on the notice board along with the internal assessment time table. Pattern of question paper is discussed by the subject teachers in their respective classes. Greater transparency is maintained by recording the awarded marks in the college register for further reference. Any grievance regarding examination is placed before the Principal who sits with the examination committee to redress the same. While dealing with the complaint, justice is meted out to the complainant as is feasible.

University Level:

With reference to evaluation,

- If the student scores less mark than expected, she can apply for revaluation of her answer script after paying the prescribed fee.
- University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation.
- After receiving the answer-script, the student can further apply for revaluation of the answer script.
- In addition, the college liaison officer follows up with the University until the grievance is redressed and the same is notified to the student.
- An aggrieved student who has a grievance(s) at the university level shall make a formal appeal to the university through the principal of the college.
- The principal, after verifying the facts, shall forward it to the concerned section of the university through the liaison officer.
- University decision or information after resolving the grievances is intimated immediately to the concerned departments, once it is obtained through the principal.
- It is also conveyed to the students through class coordinators and subject handling faculties.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The college adheres to the academic calendar of the affiliating university. The academic calendar is prepared well in advance before the commencement of the semester. The calendar details the semester schedule. The faculty members of the concerned department make a list of subjects offered in their course and this is handed over to the Examination committee members. The head of the department finalizes the syllabus allocation for the faculty members based on their choice and area of interest or expertise. The faculty members before the commencement of semester prepares the lesson plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and approved by the head of the department. It is then, made available to the students.

The timetable is prepared as per the guidelines of affiliating university stipulations for the number of credit hours for each subject prior to the commencement of the semester. The Examination Committee prepares the time table for the Class Test and Pre-Final Examination prior to every semester well in advance and notifies the same to the students.

The subject teachers are given ample time to set the question paper as per the university norms. For the practical papers the CIE is conducted in almost all practical classes dependent on the nature of assignment.

A work diary is maintained every day by the teachers individually according to the classes taken by them as per the college calendar. The performance of the students is assessed on a continuous basis by conducting internal tests and pre-final examinations.

The evaluation system, as adopted by the Institute, has two components, viz., 1. The Continuous Internal Evaluation (CIE) 2. The End Semester Examination (ESE). The 30% in CIE and 70% in ESE for theory. For practical, it is 15% in CIE and 35% in ESE. The students who have arrears are permitted to re-sit their papers. For effective implementation of Continuous Internal Evaluation (CIE) system at the institutional level, the institute conducts two unit tests and one pre-university test per course per semester and performance based improvement test.

The Formative evaluation approaches for students includes assessment on the basis of Attendance, Seminars/Paper Presentations, Classroom Interaction, performance on quizzes, group discussions punctuality and initiative.

Students are encouraged to participate in mini project demonstration, model exhibition, programming skill competitions, mega projects, technical paper presentation, workshop, and seminar. The college encourages

and guides students to participate in national level competitions organized by other Colleges and Universities. Industrial visits are arranged for the students and students submit the visit report which is also evaluated for term work marks. The participation and performance of students in sports, NSS, and other extracurricular and cultural activities is also given weightage.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The POs, PSOs and COs are stated for all programs offered by institution in accordance with its vision, mission, goal and university specified program/course objectives.

- The B.Com program helps students to be equipped in areas of finance, accounting, taxation and commerce. The program offers a number of value-based and job oriented courses that ensure students are trained and kept abreast with the latest developments in accounting and finance. The student gains adequate knowledge and skills to adapt to the ever changing business world. They can focus on the international business scenario and get an in-depth understanding of the business world's market-relevant aspects.
- BBA helps the students to gain essential knowledge about the corporate world and also the fundamentals of administration. Graduate are trained to rise to the standards of global competency and work towards incorporating professional ethics. The course aims to create young and dynamic managers capable of meeting any crisis head on.
- The language departments play a key role in enhancing communication skills. The course provides a broad overview of languages such as Kannada, Hindi and English to improve their verbal and written communication. The students also study the history of a language its etymology, semantics, recent trends and developments in the field of literature. This helps students to develop analytical and cognitive skills.
- Psychology serves as an impetus for students to think critically about psychological phenomena and to enable them to better understand human behavior. It introduces the student to theoretical views of the subject and the developments in the ways of thinking about the science of Psychology. It studies human development using the chronological approach and comprehend the role played by psychologists in various arenas
- Journalism helps to explore the multifarious media that provides ample scope for pursuing a career in this field. Students learn the various aspects of communication and its application in everyday life. It also covers a broad spectrum that spans the basics from audio to print to visual media.
- Physics develops deep understanding of statistical physics, quantum mechanics, Astrophysics, Material Science, Basic Electronics, and Computational Methods in Physics. It develops their experimental skills and students attain understanding the impact of mathematical concepts and

computational knowledge in the field of physics.

- Computer science helps students to attain an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution. Students also attain an ability to apply foundational mathematics, algorithmic principles, and computer science theory in the modeling and design of computer-based systems. This knowledge also paves the way for any research work at the post graduate level.
- Mathematics department prepares students for prominent careers in the industry, banks, and offices and for pursuing higher education. Provide a systematic understanding of core Mathematical concepts, principles and theories along with their applications. It helps students create, select and apply appropriate techniques, resources and modern technology in multidisciplinary environments.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Method of assessment of POs / PSOs/COs

The program outcomes, Program Specific and course outcomes are assessed using direct and indirect methods. This provides evidence of how well students are meeting the goals and objectives of each course. Interpreting this evidence enables the teachers to make the necessary changes to ensure the objectives are met.

Direct methods which include assessing samples of students 'work. This is achieved through comparing direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are assessed using specific questions in University Examination, internal exams, assignments, projects and presentations. Benchmarks are set, that is, what level must be reached to consider that the learning objectives have been met and what is the overall performance that will be accepted as indicative that all the students collectively have met the objectives.

Indirect assessment strategies are implemented by embedding them in Student Survey and Alumni Survey. Perceptions and viewpoints that can be obtained through surveys of students, alumni and employers serve as indirect evidence. Course feedback, job placement and participation in department activities all form a part of indirect assessment.

Some of the learning objectives are:

Type of learning objective	Examples of assessments tools
Recall	Tests and examination which require students to recall facts
Interpret/ classify/ summarize/ infer/ compare/ explain	Activities such as assignments, class discussions, problem solving and tests and exams that require students to summarize readings, compare and contrast theories, events or processes, categorize, explain a concept or principle
Apply/ execute/ implement	Activities such as problem solving, lab work that require students to use procedures to solve or complete familiar or unfamiliar tasks, determine which procedures are most appropriate for a given task
Analyze/ differentiate/ organize	Activities such as case studies, critiques, lab work, viva voce, projects that require students to determine how elements function together and to discriminate between what is relevant and what is not
Create/ generate/ plan	Activities such as research projects, performances, essays, business plans that require students to come up with something new
Communication skills	Activities like oral presentations, group discussions, brain storming
Life-long learning	Taking up leadership roles, time management, crisis management, professionalism, overcoming stress

Assignments are given based on the crucial knowledge-gaining areas of study. The assignments also provide an opportunity for self-learning, especially for advanced learners to become research scholars. For slow learners it equips them with a basic understanding of the area of study and trains them in referencing skills. It is the responsibility of the concerned subject teacher to ensure that most students are able to work on the assignments honestly. The students are discouraged to use the cut-copy-paste method as it deters any learning process. The topics assigned mostly align with the Course Outcome of the respective subject. Depending on the performance of the student in completing the assignment, grades or marks are accorded.

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

2.6.3 Average pass percentage of Students

Response: 86.14

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 348

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 404

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.46

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 149

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge

Response:

The **Research Cell – SHODH** of St. Anne's First Grade College for women has been instrumental in the identification process of the crucially important academic success and quality based research. The research scholars delineate a profound interest in maintaining the integrity and adhering to an incorruptible ethical standard in the pursuit of truth and verity. The research team has invariably upheld the vision and mission of the college by fulfilling the specified tasks and engaging in responsible mentoring to ensure the institution is appreciated by the manner in which research is supervised.

INTELLECTUAL PROPERTY RIGHTS (IPR) CELL - The research cell understands the growing significance of IPR in business and research. Thus, Intellectual Property Rights (IPR) Cell was initiated which is focused to recognize the importance of generation of intellectual property by its teachers and students. IPR workshops and seminars are organized regularly to familiarize the rights of copyrights, patents, trademarks, trade secrets and the enforcement of the rights by a court via a lawsuit. IPR Cell organizes regular IPR awareness programme to the public through IP Road Shows, IP Street Play, and Intercollegiate IP Competitions.

ENTREPRENEURSHIP DEVELOPMENT CELL - UTHKARSH is focused to guide and assist prospective student entrepreneurs through various interaction sections with successful entrepreneurs, seminars/ workshops. Thus, EDC involves students in promoting and revitalizing the entrepreneurial culture in the institution.

RESEARCH TALK provokes and motivates the listeners into the innovation ideas of researchers in various disciplines. The presentations helps in representing ones field of interest into other researchers in other disciplines, policy-makers and the general audience to become aware of the innovative research generated in that field. Thus sharing of research findings with the people from other disciplines increase the visibility of our research and provide interested individuals with more data.

KNOWLEDGE FORUM is one among the activities that supports the sharing of knowledge and experience gained through attending various faculty development programmes and workshops. The presenter will be always available as a knowledge provider for further guidance to the knowledge recipient.

Research Conferences/ Seminars/ Workshops are regularly organized on research enrichment topics for the faculty members and the post graduate students. The objective of organizing various seminars is to develop the competencies to design and conduct research with the understanding of what is research and critical issues related to research.

ETHICS COMMITTEE comprising of all PhD holders assess the faculty research publications through the process of plagiarism check to maintain high academic standards.

ANNES INNOVATIVE MINDS (AIM) involves creation and transfer of knowledge. Students are given an impetus to translate their creative potential into workable models. These ideas and innovations are **preserved** in the incubation center as references for the innovators.

E-RESOURCES are available to the students and faculty members within the college premises through **Developing Library Network (DELNET)** and remote access through **National Library and**

Information Services Infrastructure (NLIST) for scholarly content. **OPAC** provides an **Online Public Access Catalogue** to the library references.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 11

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	2	1

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	4	0	0	0

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

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

Response: 1.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	7	4	1

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution caters to holistic education among the students by conducting various activities that inculcate human values through the service to the community. Students improve their self-esteem; develop a sense of responsibility and sensitivity to the needs of others and empower themselves as a responsible citizen.

- **The Community Orientation Club “SEVA SADAN”** creates awareness to people regarding various social issues and to enlighten the importance of education for the development of economy thus empowering responsible youth for community services. Seva Sadan also indulges students in real-life incidents for acknowledging the positivity and negativity of the community. SEVA SADAN sensitizes the students through various experiential visits such as visit to underprivileged area, Paddy field and Lake, Ashram Visit to Asha Deep, Life in Village, Visit to Orphanage for Physically Challenged, Visit to Old Age Home and Government Schools. SEVA SADAN enrich students as a better citizen by indulging them in social activities and rendering social services for a fruitful community through awareness and outreach programs such as Awareness on Menstrual hygiene, Awareness on diseases control and camp for distribution of Sanitary Pads, Charity race, Awareness on the Voting Rights, Traffic Rules and Cancer and Agricultural Education.
- **The Eco Club - GREEN WARRIORS’** responds to environmental issues which are a small step towards the “SAVE EARTH” initiative. The Green Warriors helps to extend boundaries and scope of the formal educational system encouraging creativity, and improving students for constructive action in order to protect the environment. Eco-club promote ethos of conservation of water by minimizing the use of water and motivate students to imbibe habits and life style about waste segregation and management. We educate students to create awareness amongst public and sanitary workers, so as to stop the indiscriminate burning of waste which causes respiratory diseases. The students are sensitized to minimize the use of plastic bags. The Institution regularly organizes saplings plantation programmes, awareness programmes through Quiz, essay, painting competitions, rallies, etc. regarding various environmental issues and educates children about recycling of waste material. Organize Nature Trail in Wild Life Sanctuaries/Parks/Forest areas to make students aware about the Bio-diversity.

- **NSS UNIT** organize Blood donation Camp to create awareness in blood donation. The celebration of National Hero's Day like Gandhi Jayanthi, Ambedkar Jayanthi and Swami Vivekananda Jayanthi –Youth Week inculcate the thoughts and values of national hero's among the students. Observing Martyr's Day engenders a culture of solidarity, sympathy and appreciation towards the service rendered by our freedom fighters (30th Jan) and soldiers (19th Feb 2019) to liberate and protect the nation. The NSS special Camps are based on Bio-Park, Swachh Bharath etc to create awareness among volunteers for community relations, solidarity, humility, punctuality and leadership. Thus the Institution is committed to conduct extension activities in the neighbourhood community as an integral part of education to develop students towards being effective problem solvers, innovators and leaders in addressing community problems for the betterment of the society. NSS volunteers have been rendering selfless service to the community.

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

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

Response: 5

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

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

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 24

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last

five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	5	5	6

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 3.1

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
76	50	60	0	0

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

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

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 21

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
9	1	3	3	5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

ST.ANNE'S FIRST GRADE COLLEGE FOR WOMEN is committed to provide the necessary infrastructure to enable quality and excellence in teaching-learning, research, and holistic development of students. The institution boasts an ambient campus accompanies with good quality infrastructure which accelerates the teaching-learning process. There are three blocks, one for Commerce and Management , one for Humanities and Science and another for Post-Graduation. The existing infrastructural facilities are utilized both for conducting theory and practical classes. The classrooms are well lit and ventilated. They are also spacious with a podium for the lecturer and desks , benches to accommodate hundred students and instructions board are put up in each classroom for students to follow the same and 4-5 fans are fixed in each classroom. Most of the class rooms in Commerce and Management block are equipped with LCD projectors. There are also audio visual rooms for conducting seminars/workshops/conferences. All the departments have well equipped laboratories to aid in practical skill development, they enable students to connect theoretical principles to applications in everyday life. A state-of-the-art auditorium is also available which is used for exclusive events such as national level conferences and graduation day ceremony. A new auditorium with maximum of 1000-1200 seating capacity is available to host the events.

PARTICULAR	UG	PG	TOTAL
Total Class Rooms	26	02	28
Classrooms with ICT Facility	15	02	17
Classrooms with WIFI/LAN Facility	26	02	18
Seminar Hall with ICT Facility	03	01	04
Total Labs	08	01	09
Labs with ICT Facility	02	01	03
Library	01		01
Auditorium	02		02

- All the physical facilities are available in adequate amount as to ensure proper teaching-learning.
- ICT enabled classrooms for UG and PG provide satisfied ambience for learning.
- Seminar Hall and Conference Room are available for conducting various conferences, workshops and various other needs of the college.
- There is a common library for UG and PG.

SEMINAR HALL	SEATING CAPACITY
Board Room	60

D12	100
P7	100
D21	150

- Black board and green board facilities are provided in all classrooms.
- The Library and Information Centre is stocked with books, periodicals and references, national and international journals which covers all aspects of academics.

COMPUTING EQUIPMENTS:

Students (UG & PG)	125
Faculty (Staff Room)	12
Library (Faculty)	06
Administrative & Finance Office	05
Principal Cabin	01
Examination Room	02
Shodh Research Cell	02
OPAC	01

- BCA lab is functioning from the academic year 2019-2020.
- The Principal's office on the ground floor is equipped with CCTV surveillance that enables the principal to monitor the activities of the campus.
- Staff Rooms with sufficient seating along with computers with internet connection, printers serves all the needs of the faculty.
- 16 printers are available in the college.

Other Facilities:

- There is lift facility in PG block.
- College Canteen is made available for students where they are provided food and snacks with

reasonable prices.

- Clean and neat washroom facility.

NAAC

NAAC

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

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

Response:

St. Anne's First Grade College for Women believes in the holistic development of its students in tune with its mission and vision. The College believes in the empowerment of girl students not only in terms of academics, but also cultural, extracurricular activities and activities that promote holistic development of the students. The College has made provision for encouraging over all development of students. In the centre of the campus is a quadrangle earmarked for sports activities. As the case may be it also is converted into a badminton/throw ball/volleyball court on which inter-class competitions are conducted. This also serves as a ground to organize games such as Kabadi, Kho-Kho, Cricket and Athletics. This also serves as the venue for our annual sports meet. An indoor sports room allows for students to take part in Table-Tennis, Carrom Board, Chess. A gymnasium installed with basic gym equipment is available for students. As an initiative to empower the girl child, a martial art is taught to students who choose to train in Karate. It was included to help women defend themselves against crimes that have recently escalated. Many students participate in the yoga sessions conducted by a yoga trainer who visits the campus. The cultural activities such as intra-college and intercollegiate competitions are conducted in the quadrangle in a makeshift auditorium. A new auditorium with a larger seating capacity is presently under construction and will soon host all the cultural events. The Investiture Ceremony and Talenta which is an

interclass talent hunt event is organized by erecting shamiana.

Activities and facilities which are available for students are:

SPORTS FACILITIES :

Sports and Games	Sports and Games Items	Practice/Performance
Volley ball	Volley Ball 02	College Ground
	Volley Ball Net 01	
Throw Ball	Throw Ball 02	College Ground
	Throw Ball Net 01	
Basket Ball	Basket Ball 02	College Ground
Shuttle Cock	Shuttle Badminton Bat 18	College Ground
	Shuttle Cock Box 18	
	Shuttle Badminton Net 01	
Table Tennis	Table Tennis Ball 13	Sports Room
	Table Tennis Bat 02	
	Table Tennis Net 01	
Base Ball	Base Ball Bat 02	College Ground
	Base Ball 02	
	Base Ball Net 01	
Carrom	Carrom Pawns (in sets) 04	Sports Room
	Carrom Strikers 09	
	Carrom Powder 10	
	Carrom Stand 02	
Cricket	Cricket Bat 02	College Ground
	Cricket Wicket 02	

	Cricket Tennis Ball	08	
	Cricket Stumps	06	
Chess	Chess Board	03	Sports Room
	Chess Pawns (in sets)	03	
Relay	Relay Batons	03	College Ground

DRESS	NUMBER
Jersey	09
Shorts	09

CULTURAL FACILITIES :

	DRESS AND PROPERTIES	
CLASSICAL DANCE		
Bharatanatyam	Pants	12
	Tops	12
	Ornaments	14
Punjabi	Dhoti Pants	12
	Tops	12
	Pants	03
Dandiya	Tops	06
	Ornaments (sticks)	20
Folk	Sarees	10
WESTERN DANCE		
	Waist Coat	12
	Tops	08
	Pants	10

T-shirts	03
Jackets	07
Western Dress	13
Waist Coat	10
Pants	03
Ornaments	08

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 65.63

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 30.19

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
48.00	25.00	22.00	18.00	16.00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Response :

St. Anne's College Library is the prime learning resource of the college and is partially automated through integrated library management system known as Easylib Software. The library has been converted to automated resource centre since 2012.

This software is developed by Easylib Software Pvt. Ltd, Mahalakshmpuram, Bangalore. This software consists of all necessary modules such as Cataloguing, Acquisition, Barcode Facility, Membership, Circulation, , Serial Control & OPAC. The software has additional features such as member photograph can be seen while issuing the books. It has the database backup and restore facility for the effective functioning of the library. All the books have been classified with the Dewey Decimal Classification System. All books are bar coded. The various transactions such as issuing, returning and renewing are carried out smoothly and efficiently. OPAC (Online Public Access Catalogue) facility is made available to students and faculty for easy access.

Name of the ILMS Software	EASYLIB Library Management Software
Nature of automation (fully or partially)	Partially
Version	4.4.2
Year of automation	2012

The library timings are 8:45 am to 4:00 pm from Monday to Friday and 8:45 am to 01:00 pm on Saturday.

The library has a stated code of ethics which is displayed on the notice board.

TWO computer cabins to browse for students and faculty with 125 Mbps, wi-fi and Power backup facilities.

The Reading room has seating capacity for 140 users at a time.

There are 14,000 + (Fourteen Thousand +) volumes available in the library which includes Reference

books, General books, Dictionaries, Encyclopaedias, prescribed text books etc.

A separate section is maintained for use by M.Com students which comprise copies of prescribed texts.

News papers, Magazines, National and International Journals are available for reading. They are subscribed to after faculties have expressed their choice from the list given to them by the Librarian.

Student's projects and dissertations are placed on the shelves for the under graduate and post graduate scholars.

e-books and e-journals are available through NLIST-INFLIBNET, DELNET and British Library.

A separate register for issuance, referencing and browsing is maintained to record students and staff visiting the library.

The Library follows the Book Bank facility for SC/ST and under privileged students with this they are able to borrow books for the entire semester.

Previous year Question Papers for under graduate and post graduate of Bangalore University & Bangalore Central University are available.

CCTV cameras are installed in the library for strict surveillance.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Response :

St. Anne's College Library is considered as an integral part of an institution. It functions as the primary resource center and it is a storehouse of books, journals, magazine, newspapers and e-resources. It is fulfilling the needs of the faculties and students. Along with textbooks and reference books the library holds exclusive collection of knowledge resources.

Rare books are gateway of knowledge. The Library has a collection of Rare Books of history, Vedic

culture, World's last mysteries, problems in Indian industry, valley of decision, science of life , Valmiki Ramayanam etc.,

Encyclopaedia of Science and Technology, The World Book, Science and Invention, World Civilizations, Networking, Indian Culture etc.

Reports, Year Books, Competitive Exam Books, Dictionaries, Value Education, Biographies, Religious Books, Hand Books, projects, subject related CD and DVD's are available in the library.

The Library has a membership of N-List INFLIBNET and DELNET.

E-resources are available on the website.

Linkages for rare books and manuscripts:

<http://www.indianmanuscripts.com/>

<https://www.rarebooksocietyofindia.org/>

<https://ndl.iitkgp.ac.in/>

Rare Books	09
Rare Books in DVD	10
Rare Books In Print	10
Rare Books in Soft Copy	14
Reports in Print	10
Reports in DVD	10
Biographies	23
Dictionaries	34
Encyclopaedias	26
Religious Books	113
Handbooks	15
Value Education Books	30
Projects	368

CD & DVD	82
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.92

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.72	1.42	2.05	2.13	2.28

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library	
Response: Yes	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 8.1	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 100	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:
<p>The frequent updation of the IT infrastructure is planned by the IQAC. According to the requirement of the respective departments, the IT infrastructure is updated as follows:</p> <ul style="list-style-type: none"> • The institution has a well – equipped computer centre with latest computers from Lenovo, DELL, LCD monitors, and high speed networking equipment and all requisite hardware/ software so as to dispense knowledge in keeping with the technological advances. • The systems are constantly upgraded for easy access and also to improve the working efficiency of the computers. <p>The institution follows intranetworking to enable a faster access to the devices and data. The campus is Wi-Fi enabled during the working hours of college. The students use the library Information Centre to browse the internet for their respective projects, assignments, paper presentations and so on.</p>

- The faculty have access to systems in the library. Apart from this, the staffrooms are equipped with systems for each department and have access to Wi-Fi. The spacious classrooms in the campus provide an atmosphere for dynamic and focused discussions/ lectures.
- Internet connectivity is available in the labs, classrooms, library, college office, and staffrooms. The classrooms are equipped with adequate teaching and learning aids like LCD Projectors and screens to provide students with the best of learning environment and methodology.
- Maintenance of the IT facilities are regularly carried out and serviced by an agent from Sogo computers as per the requirements.
- The college allocates funds every year in its budget for procurement, up gradation, deployment servicing and maintenance of computers and their accessories.
- Printers are also provided.

INFLIBNET an online reference portal is subscribed by the institution. This facility is easily accessible as faculty can log in to various sites which are catalogued according to the information delineation.

- The seminar halls are Wi-Fi enabled and UPS ensures uninterrupted teaching.
- The computers in the mathematics lab have been upgraded to FOSS tools (Scilab and Maxima).
- The computer lab has recently installed the tools related to App development.
- An open operating system UNIX is being used by UG students.
- Braille Blaster a freeware has been installed on one system in the library.
- Physics lab (used only for computational physics by students)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
COMPUTER	133	133	134	134	154
LABS	79	79	81	80	99
BROWSING	30	30	30	29	26
OFFICE	06	06	06	07	07
DEPARTMENT	18	18	17	18	18
OTHERS	-	-	-	01	02
INTERNET	Broadband	Broadband	Broadband	Broadband	Broadband
	BSNL	BSNL	BSNL	ACT	ACT
	100MPBPS	100MBPS	100MBPS	100MBPS	150MBPS
		AIRTEL	AIRTEL	AIRTEL	AIRTEL
		08 MBPS	08 MBPS	08 MBPS	125MBPS
				YOU broadband	24 MBPS

150 MBPS

				150 MBPS	
File Description			Document		
Any additional information			View Document		
Link for Additional Information			View Document		

4.3.2 Student - Computer ratio**Response:** 9.63

File Description			Document		
Any additional information			View Document		

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** <5 MBPS**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

File Description			Document		
Facilities for e-content development such as Media Centre, Recording facility,LCS			View Document		

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 9.09

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
11.56	6.24	5.89	6.77	6.76

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

- The College Administration department looks into all service and maintenance related matters of the campus infrastructure like building, water supply, power supply, gym, furniture and other equipments. The infrastructure facilities such as class rooms, labs, seminar halls, auditoriums, sports ground, indoor games room, restrooms, the sickroom and green zones are maintained regularly by persons appointed by the college. The incharge person will report regularly about the breakage of instruments and devices to higher authorities.
- The laboratory requirements are monitored and maintained by the respective Head of Departments. Every department maintains stock register for the accountability of purchase and maintenance of equipments available in their respective departments. If any repairs are to be undertaken the hired technicians complete the task assigned to them.
- Institution has a Chief Librarian and Assistant Librarian to support and maintain Library requirement. An integrated library system using EASYLIB software and OPAC system is used to track items owned and users who have borrowed books.
- The sports items, gym is maintained in accordance to a list of rules and regulations given by the PE Instructor. A stock register is maintained to have a track of available sports equipments. The gym is also regularly maintained by the attendee incharge.
- Maintenance of damaged equipment like computers and printers, furniture, electric gadgets are regularly monitored by staff members and if there are any repairs and maintenance are carried out by SOGO Computers. The intercom is regularly checked and when not functioning, is set right by the Silver tracks Technologies.
- Campus surveillance is done through CCTV which is maintained by the administration department. Canteen Facility for students is provided within the premises on a contract basis and a regular quality check is done by the management.
- Classrooms are well maintained, repair/ replacement of tube lights, fans, desks and benches, board, podium etc are done as and when required.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
104	155	118	95	66

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
208	92	146	138	101

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 12.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
99	206	111	175	151

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

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

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

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

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 6.68

5.2.2.1 Number of outgoing students progressing to higher education

Response: 27

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

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

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 0

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

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

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The institution incorporates strategies to involve and represent the student body through an active student's council. The election to the student Council is organized through a selection process. Nominees sign up for various posts and have to state their individual agenda before a selection panel which includes the Principal, IQAC members and Union Co-ordinators who deliberate at length and decide the candidate and the respective post based on her potential.

The selected candidates list is put up on the notice board and announced over the PSA. The Student Council, Club presidents, Committee/ Cell presidents, Class representatives and assistant class

representatives are sworn into office at the Investiture ceremony.

The Student Union council comprising 7 members are representatives on the various cells and committees of the college. The President of the College union is a member representative of the IQAC and the Grievance Redressal Cell along with the General Secretary and Vice President.

The cultural and sports committee activities are planned, organized and executed with the Cultural Secretary at the helm and an assistant secretary who coordinates with the cultural committee convener.

The Sports committee is headed by the Sports Secretary and the Assistant Sports Secretary takes on the responsibility to encourage students from all programmes to participate in the sports events and also schedule inter class and inter college tournaments under the supervision of the PET master.

The Academic secretary is the student representative on the library council and the Placement Cell and reports to the Chief Librarian and the Placement cell Officer respectively.

The Campus secretary is automatically in charge of all campus related issues such as clean- green campus.

The Anti-Ragging Cell becomes a part of the Discipline Committee and all the Union members work in conjunction with the committee convener to create awareness and to prevent any untoward incident in the campus.

The Presidents of Sthree Shakthi, Green Warriors, Namma Hakku, Samana, Seva Sadan and ED Cell, and all the department club presidents coordinate with the union council and conveners for the success of various programmes organized by the institution. The Psychology club president is the student member representative of the Counselling Cell.

The President of the English Literary Association sits with the Editorial Board which comprises the members of the language departments (Hindi, English and Kannada) for publishing the Department news letter and the College magazine – Annites Annual.

The Intellectual Property Rights (IPR) Cell is represented by the president of this Cell coordinates with the cell Convener. The cell encourages creation and innovation of ideas, spreading awareness of right of ownership and copyrights, plagiarism and the growing significance of IPR in business and research.

The NSS unit is commandeered by the NSS Programme Officer who conducts an independent election to

represent the college in various NSS activities. The Unit comprises President, Vice President, Cultural Secretary, Campus Secretary, Discipline In-Charge and Parking Lot In-Charge who work in tandem with all the Union members and extend their services wherever required.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 8.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	8	8	8

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

ANNES_INSPIRADORS

Annes_Inspiradors Alumni Association (AIAA) of St. Anne's First Grade College for Women Miller Road, fosters the spirit of loyalty and promotes the general welfare of our organization. Annes_Inspiradors strive to strengthen the ties between alumni and the community through the Parent Organization's goals. The

AIAA activities are pivotal in the development of both the global alumni community and the experience of the present St. Anne's student community.

The vision of our founder Msgr. Stephen Louis Charbonnaux was to reach out to women through education and to empower female children. Through women empowerment we promote better social understanding and amity among different communities. The motto is carried over by the alumni through integrated development programmes in rural and undeveloped urban areas. The regular activities include welfare programmes for children, women and through regular visits to old age home, orphanages, rehabilitation centers. AIAA strives to work for ensuring all human rights and to provide educational facilities to deserving students.

ANNES_INSPIRADORS ALUMNI ASSOCIATION (AIAA)

Elected alumni members desired to form the association under the Karnataka Societies Registration Act, 1960 **DRB2/SOR/112/2018-2019** to work towards the cited roles and responsibilities. Executive committee members should be a member of the Association for at least 12 months prior to the date of nomination. The funds received by the association is operated and maintained by the treasurer and the secretary of the association in the bank, the association life membership fee is Rs. 100/-.

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

Empowered by God and dedicated to our motto of “Love and Service,” to broaden perspectives and awaken the national consciousness of women through quality education.

MISSION

In fulfillment of its vision SFGC for Women is committed to fostering academic excellence, moral uprightness, aesthetic sensibilities, social skills, physical fitness and spiritual growth.

Effective Governance

A sustainable development is envisaged through the rubrics of the institution’s vision and mission. It is this base that underpins the integration of ideas to achieve excellence.

In fulfillment of this vision and education being a fundamental human right, it is the confluent approach of the institutional policies implemented continually that leads to effective governance.

The Management of St. Anne’s Educational Society is at the helm with the Members of the Governing Council coming under its jurisdiction.

The Governing Council Members are actively involved in all aspects of college decision-making and development processes. All proposals are placed before the GC members for approval and sanction.

The Principal is the academic head and all vital academic and administrative decisions, all policy changes and their implementation, reforms and recommendations of the GC are conveyed by the principal to the Internal Quality Assurance Cell members.

IQAC forms the crucial link between the Principal and heads of departments, committees, cells and clubs. Devolution of duties with guidelines is provided by the IQAC committee charted out at the beginning of each academic session through preliminary meetings. This is followed up by the appointed heads who further delegate duties to members of their respective department/committee. The IQAC prepares its **SPP** and also conveys the GC’s approval of the various proposals to the heads and conveners.

Heads of Departments/Conveners of Committees/Cells/Clubs transact with their respective members at

meetings convened to discuss and chart out their **Strategic Perspective Plan** for the entire year. Activities and programs are scheduled with tentative dates and this schedule is forwarded to the IQAC who hands it over to the Principal to be placed before the GC for sanction and approval which is further deployed.

The Chief librarian and assistant librarian also come under the purview of the Principal as non-teaching staff. This unit operates under the guidance of the principal and budgetary proposals are directly disbursed by the principal at her discretion.

Administration comprising the **Manager and the office staff** directly report to the Principal who is also the head of Administration. The manager is the head of Finance and Accounts and Purchase and all administrative decisions and requirements of the various departments, committees and cells are taken in collaboration with the principal..

Student Council is governed by the **IQAC and Union Committee**. The meetings are convened and chaired by the Principal to discuss the election/selection process of the student council. Further, they set the entire process in motion. The elected/selected candidates directly report to the Union Committee Members and are individually delegated to represent the various committees or cells.

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

6.1.2 The institution practices decentralization and participative management

Response:

St. Anne's First Grade College for Women is spearheaded by the Management of St. Anne's Educational Society. The Governing Council comprises Rev. Sr. Shanthi, President of the SAES, Rev. Sr. Kamala Assistant Superior General, Rev. Sr. Stella, Rev. Sr. Helen Mary, Rev. Sr. Francina and Rev. Sr. Arul Mary constituent Society Members. All the members of the Governing Council come directly under the purview of the **President** of SAES. **The Principal** reports to the President of the Governing Council and becomes the intermediary between the employees of the college and the GC. Dr. Bharath and Ms. Beatrice Sither are the **staff representatives** on the GC.

The Principal as the academic and administration head sits on meetings convened by the GC and all requests and decisions of the GC are communicated to the IQAC committee.

The Internal Quality Assurance Cell transacts with the principal and all proposals are approved and sanctioned through the Principal.

Strategic Perspective Plan is chalked out by the IQAC committee, heads of departments/committees/cells/clubs when the IQAC requisitions it to be forwarded to the Principal for further processing by the GC.

The Staff Coordinators form an important link between the faculty and Principal for the dissemination of information who record the staff minutes.

The Heads of various departments, conveners of committees, cells, clubs and forums coordinate with the IQAC committee and become an integral part of the decision-making process along with the office staff and admin staff in executing all strategic plans.

The elected Student Council members are appointed by the Union Committee coordinators as SC representatives of various cells and committees and are included in the decision-making process of these forums.

INSPIRADORS -The Alumni Association members are also incorporated into these decision-making processes of the institution at annual alumni meetings organized by the association.. Thus the institution facilitates a robust culture of democratic decentralization and participative management through devolution of powers.

Case Study:

EPOCH (Exploring the Pinnacle of our Cultural Heritage).

The Convener of the Cultural committee convenes a meeting with all members in attendance. The convener charts out the **Strategic Perspective Plan** and schedules the event.

The **Cultural Secretary** reports for duty to the convener. At these meetings tasks are assigned for the deployment of the intercollegiate fest EPOCH.

Brainstorming sessions, chaired by the **Cultural Committee Convener** discusses the progress made with all the members actively participating and contributing ideas on successfully executing this mega intercollegiate event in the campus.

The Secretary of the Cultural Committee in turn convenes meetings at each stage of the planning process with the **club presidents** and **class representatives** to delegate duties and progress towards accomplishing set goals. **Progress of the action plan** is reported to the **EPOCH committee members**. All major decisions such as budget, sponsorship, Chief-guest invitee and printing work is placed by the EPOCH committee before the Principal and only after approval the event is launched.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The institution maintains a policy to plan well in advance all the activities and programs for the year by the various forums appointed for this purpose and to meet the higher goals of governing bodies.

The Governing Council approves and sanctions the proposals in the **SPP** placed before it at **GC meetings** chaired by the **President of the GC**.

The Principal conveys to the IQAC of the approval who then go on to inform the **heads and conveners** to proceed with deployment of their respective perspective plan.

The Strategic Perspective Plan of the institution encompasses the various day to day engagements and transactions that are a vital part of the teaching-learning process.

The IQAC prepares in advance an **Annual Strategic Perspective Plan** which is a consolidated statement of the aspiration plan of the different departments, cells, committees, clubs and units of the college which is in turn prepared in consultation with all stakeholders of the institution.

The Manager as head of Finance and Accounts also comes under the jurisdiction of the Principal as Administration head. All budget requirements and purchases are forwarded to the Manager.

Office Governance is directed by the Principal and all office staff comprising liaison officer, senior office staff, assistant office staff, technical support staff and assistant report directly to the Principal. Designated duties are assigned to each of these staff members who also coordinate with the teaching and non-teaching staff to deploy their duties.

Process:

The IQAC initiates the quality assurance process and adheres to the Principal's call for the perspective plan much in advance of the academic session

Governing Council approval of SPP is communicated to all the Heads to proceed with deployment details.

The Heads of Departments, Conveners of committees, cells, clubs and NSS unit respond by convening meetings to discuss execution of the action plan. Schedules are deliberated at length and carefully executed.

The Strategic Perspective Plan facilitates AQAR submission online to NAAC before the deadline every year.

The phased process of planning and execution becomes an impetus towards attaining the quality policy of the institution and the main stakeholders by evolving a sustainable quality development system of competency.

Activity Description (SPP)

One of the activities earmarked in the Annual Strategic Plan was organizing a National Seminar by the Internal Quality Assurance Cell as a part of its quality initiative.

The IQAC coordinator calls for a meeting and the entire procedure is charted out in detail. The final plan is discussed with the Principal. On approval the members proceeded with the implementation of these details. **Resource Persons** were contacted and dates scheduled based on their availability. **All requirements** were handed over to the purchase committee. **The liaison officer** was delegated to obtain OD certificate from the department of Higher Education. **Duty list** for the seminar was posted on the staff notice boards. **Invitations and certificates** were printed after editing and the Student Council was delegated with the task of distributing invitations to all colleges. **Proceedings** of the seminar was published with ISBN

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

St. Anne's First Grade College for Women affiliated to Bengaluru Central University functions under the banner of St. Anne's Educational Society. The institution adheres to the higher education governing bodies such as UGC and NAAC.

The **Management** has a Governing Council under its sphere. The **GC** has as its head the **President** of the Education Society and elected members selected through an election process conducted once in every six years. Under the President is the **Board of Members of the GC** and includes the Education coordinator, Secretary of Society, Principal, Manager and two faculty representatives. Two key operational sections are the **Administrative section and the Academic section**.

The Principal is the head of these two sections and is the direct link between the Management and these two key departments. **The Manager** is the head of Finance and Accounts and assisted by the liaison officer who forms the nexus between the university and students. The liaison officer has the senior office assistant, technical support staff and junior assistant office staff to assist him.

The Principal as the Academic head liaises closely with the management and the university and also

between the GC and the employees.

The Principal designates roles and portfolios to each employee and specific tasks are assigned to each. **Two staff coordinators** are appointed by the Principal for dissemination of information and they form the link between the Principal and the faculty.

The IQAC members are appointed by the Principal and all the heads of departments, conveners of committees, cells and other forums come under the purview of the IQAC who transact with these heads and become the vital link of communication between the Principal and these forums.

The Heads of Departments, PG coordinator report directly to the IQAC.

Coordinators of committees/cells come under the orbit of the IQAC who initiate all quality processes in collaboration with them respectively

The Library forms a separate important entity of the college with the Chief Librarian at the head and assisted by an assistant librarian and library attender who all report directly to the Principal as Academic head.

Office Governance is strictly monitored by the Principal who is also the chief of Administration including the Manager, Finance & Accounts, senior office staff, assistant staff, technical staff and support staff.

The Student Council members are also representative members of the various committees/cells and coordinate with the conveners and student body for fulfilling all tasks earmarked for the entire academic session.

Service Rules and Recruitment Procedure:

The governing council of SAES formulates the Service Rules, recruitment procedure in keeping with the Management policies.

Grievance Redressal Mechanism:

All grievances of employees and students are registered at the Grievance Redressal forum and action taken accordingly. Employee grievances are directly discussed by the principal and aggrieved party directly in strict confidentiality.

Promotional Policy:

The institution being a private unaided institution affiliated to BCU does not have any promotional policies per se. All designations are conferred based on years of experience.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

- A. All 5 of the above**
- B. Any 4 of the above**
- C. Any 3 of the above**
- D. Any 2 of the above**

Response: C. Any 3 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Effectiveness is given top priority as the institution strives for excellence. Committees, cells, units and clubs function assiduously with the IQAC prerogative to sustain quality enhancement measures at all levels of institutional functioning. All attendant duties call for regular meetings to contemplate action plans and brainstorming sessions and discuss the resolutions and viable options are implemented wherever possible. Proceedings of the meetings are recorded duly and passed at consequent meetings by member of the committee/cell. The process of decentralization and effective governance is achieved as action plan blueprint is charted out at special meetings and submitted to IQAC before the commencement of the academic session. The Strategic Perspective Plan is placed before the GC for approval and sanctioning. Subsequent to approval the coordinators conduct meetings. At these meetings the action for the academic session is charted out clearly. The minutes of these meetings are duly recorded and resolutions are taken which are implemented before the next meeting is convened. Review meetings are convened by the respective heads and conveners/coordinators and duly recorded. At the end of the Academic session the

IQAC evaluates the implementation process and puts forth suggestions for quality enrichment and the IQAC annual report is prepared.

IQAC Committee

The IQAC organized an Academic and Administrative Audit for the academic session 2017-2018 in September 2018 by an External Assessor which succeeded preliminary meetings convened by the IQAC coordinator.

Union Committee

Formation of Student Council was accomplished by the coordinators of this committee and panel of members on the selection committee with the Principal as the chief at a meeting convened the Union coordinator Mrs. Rajeshwari.

Women Cell –STHREE SHAKTHI

This cell organized an awareness program through a seminar on “Legal Rights & Protection for Women”. The details were discussed at a meeting convened by Ms. Suganthi Asaal, assistant in-charge of Women Cell.

Human Rights Cell –NAMMA HAKKU

Discussed the agenda for the activity scheduled in February to organize an awareness program on “Right to Education” at a rural government primary school in Hoskote.

Intellectual Property Rights Cell

An activity charted out by this cell at a meeting with its members was to organize a one-day national level workshop on Intellectual Property Rights.

Eco Club-GREEN WARRIORS

At a meeting convened by the coordinator of this club it was resolved to take up cleaning of a temple precincts with special permission sought from the concerned authorities in the month of August 2018.

Community Orientation Club-SEVA SADAN

Convened emergency meetings to contribute towards Flood Relief funds for Kodugu and Kerala flood victims in October 2018.

Sports Committee

An intercollegiate throw ball tournament was scheduled to be held in March 2019 after deliberations at meetings conducted by the committee coordinator and PET Master.

Placement & Training and Development Cell

The Placement Cell officer organized a training program on SAP for the final year students and proceedings discussed at the meeting called for the purpose.

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

6.3 Faculty Empowerment Strategies

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

Response:

St. Anne's Educational Society recognizes the singular contributions of all its employees towards the development and progress of the institution. The institution has effective welfare measures for the teaching and non-teaching staff. The institution being a private self-financing minority institution tries to satisfy all concerned by providing welfare schemes to reciprocate employee's individual contributions. The list of welfare schemes initiated by the institution are related to medical insurance, salary, leave, special permission for various reasons, citations and fee concessions.

1. **Annual Salary Increment**-The employee's salary increment is calculated based on the number of years of service and disbursed in the month of August.
2. **Employee's Provident Fund**- The institution contributes towards employee's PF as stipulated by the PFO and is mandated only after the employee is made permanent.
3. **ESI facility**- This facility is made available only for those employees drawing less than 15,000 pm
4. **Medical Insurance**- Mediclaim benefits of two lakh for a few teaching staff only is another welfare scheme provided by the institution.
5. **Maternity leave**- All the women employees are given maternity leave for a period of three months with salary
6. **Citations**- This incentive is given by the college in recognition of awards and honors conferred on the teaching staff by recognized bodies.
7. **Fee Concessions**- Taking into consideration an employee's contribution, the institution affords a concession in fees for the children of its employees.
8. **Financial support**- As a part of its quality initiative in enhancing teacher quality the institution bears the cost of registration fees for attending FDPs/ Conferences/Seminars/Workshops and also organizes FDPs and Orientation Programs for the teaching staff.
9. **On campus facility**- Free Wi-Fi is made available for students and employees of the college
10. **Leave**-Fifteen day's casual leave in a year (Jan-Dec) for permanent staff and ten days (June-April) for temporary staff is availed by the employees respectively. Leave on medical grounds/hospitalization is also availed as the case may be.
11. **Special Permission**- Lecturers are given special permission leave for PhD course work, pursuing MBA or B.Ed. and for extending maternity leave can be availed by the faculty
12. **Sick leave** - Leave is granted for hospitalization, or medical conditions beyond the casual leave of 3 days continuously

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

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

Response: 63.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	20	22	20	16

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

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

Response: 4.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
08	04	04	03	04

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 2.71

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

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

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution ensures regular appraisals of teaching and non-teaching staff both in academic and administrative transactions to ensure competency and quality standards are sustained.

a) **Teacher's Self-Appraisal:** At the end of each academic session every teacher undertakes a self-appraisal in a prescribed format and submits it to the IQAC. This is in turn placed before the principal for reviewing and remarks. The Principal peruses each in detail and makes her observations for improvement at the end of the form.

Remedial action is taken wherever essential by meeting the individual and discussing the issue in strict confidentiality

b) **Non-Teaching Staff Appraisal:** The Principal as the academic and administrative head conducts an annual appraisal based on key factors and this is followed-up at a closed-door meeting with the concerned employee (Librarian, Assistant librarian, Office staff, technical staff, Administrative staff, lab attenders or support staff).

d) **Informal Performance Appraisal:** The support staff, security, attenders are appraised through an informal mechanism. The complaints if any are expressed to the staff-coordinators in both blocks. The staff-coordinators place these complaints before the principal and immediate action is taken to rectify the complaint.

e) **Feedback System or Stakeholder's Feedback:** This comprises collecting and analyzing feedback from the stakeholders on teacher quality, parent's feedback on the institution and course feedback from the final year students. A feedback is also collected from the Alumni of the college. All feedback collected is further analyzed by the respective subject teacher, by the Alumni head respectively and the same submitted to the IQAC for follow-up action. After perusal the report is submitted to the principal annually. The principal institutes action wherever possible and subsequently records the action taken.

The above feedback is collected individually and analyzed. Any negative feedback is given priority and redressed at departmental meetings chaired by the head of the department who addresses the setbacks as revealed in the analysis.

The Alumni feedback collected helps to enhance teaching-learning process as well as developmental aspects of the institution as suggestions made are incorporated into the system wherever feasible.

Role of IQAC:

Feedback on library, canteen, absenteeism, misdemeanor and office related grievances are expressed by the class-representative to the class teacher. This is then placed before the IQAC. The IQAC members redress it accordingly by meeting both the parties -redresser and redressee and based on the complaint received are duly redressed.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The ambit of St. Anne's First grade College for Women both UG and PG financial audits include Internal and external financial audits. These audits are conducted meticulously and honestly by the auditor appointed by the management for this purpose. Daily account is maintained by the accountant using a software 'ACME +' (Accounting Made Easy) which was introduced by the St. Anne's Education Society and made mandatory across all the institutions of the Society. This software is an assortment of ERP solutions, customized to meet particular needs of the institution accounting mechanism.

This ERP facilitates common operations used in voucher entry screen, Receipts and Payments, managing fixed deposits, investments, to merge ledgers, to get monthly abstracts for all bank activities and data management, book-keeping and financial accounting. All financial data of the institution is synchronized with the main branch office to head office system.

Internal audit: The Internal Audit Team appointed by the management is an experienced team who conducts internal audit in all the institutions managed by St. Anne's educational Society. This team obtains all the information and explanation which to the best of their knowledge and belief are necessary for the purpose of the audit. The team does thorough checking and verification of all vouchers of the transactions that are carried out in each financial year. According to the report, proper books of accounts and receipts/bills have been maintained by the St. Anne's First Grade College.

External Audit: The Management approves and appoints the external auditor. The external audit is also conducted by an independent qualified auditor. It is conducted in minute detail by the external auditor K.K.Nayar & Co. appointed by the management. External audits are conducted annually and in compliance with the regulatory act. The process involves checking financial statements and accounting records. The external auditor makes sure that no errors exist in the financial statement which is important for regulatory requirements. He will also check for any irregularities and also to obtain evidence in order to successfully satisfy the requirements of the audit program. The institutional mechanism for external audit is:

- Thorough scrutiny and verification of payments/bills and receipts
- The finalization of Balance Sheet by external auditors after examination of books of accounts.
- To ensure the accuracy and completeness of the accounting records
- To verify whether the accounting records of the institution are in accordance with the accounting framework
- Whether the account statements reflect accurately the financial position of the institution
- To confirm compliance with accounting policies
- Examining accounting records
- Verifying assets purchased by the institution

After thorough scrutiny, the auditor submits a financial report in which is also stated his objective opinion. The scope of the audit and the outcome is outlined in this report. The last audit was conducted in April

2019. There were no major audit objections as authenticated in the auditor's report submitted to the institution every year after the audit is conducted.

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

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

Response: 3.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
.45	1.91	.65	.80	0

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

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

Response:

St. Anne's First Grade College is a self-financed institution and is committed to the holistic development of the student. The Fees collected from the students is the principal source of funding/ Revenue for the college. Although the college is recognized under 2(f) and 12 (B) no funds are received from UGC as the institution is unaided. Considering the expenditure, budget is prepared every year and submitted to the Governing Body. Every year fees is increased moderately keeping in mind the financial background of majority of the students who range from average to lower income or BPL families.

The institution supports students by assisting them in applying for scholarships from non-governmental agencies. These funds are directly credited into the personal account of the student. Proper planning and

discussion at the commencement of each academic session is conducted with the management.

The budget allotment is discussed at the GC meetings and approval is obtained from the management as required for the optimal utilization of the funds towards developmental work of the institution..

The college has a well- defined strategy for monitoring efficient and effective utilization of funds. The mobilized resources are mainly utilized for infrastructural development of the college, amelioration of student support facilities, library and information centre augmentation and purchase of equipment for enhancing the teaching learning process through innovative techniques.

The financial activities are administered by the Governing Council. The institution through participative management ensures:

- Optimum utilization of assets and resources like playground, seminar hall, class rooms, computer labs and building space
- Fees from students who enroll for value added courses/ soft skills training
- Generating non-monetary resources from Alumni in the form of knowledge sharing and extending women empowerment programs such as life skills (Yoga class, Dance Choreography) and Dispensing soft skills certificate course for students of B.A.
- Funds are directed towards student support activities such as registration fees for participating in intercollegiate competitions, attending student seminars or departmental fests in other colleges.

A perspective plan is prepared at the department level based on the requirements of each department.

The IQAC initiates the process at the end of each academic session calling for the heads/conveners of each department, committee or cell.

This proposal is placed before the GC by the Principal and after perusal the same is approved and sanctioned by the GC.

The Governing Council monitors the perspective plan and the Management disburses the funds based on the need on priority basis. Expenditure is taken over by the finance department and the Manager evaluates the necessary documents.

The funds are utilized for all purchases as recorded in the purchase register. The funds collected through organizing seminars/conferences/intercollegiate competitions forms the corpus for organizing such events in the institution.

The Alumni members volunteer to offer their expertise in conducting life skills/soft skills seminars, become the college dance group choreographers

The institution follows a transparent and fair accounting and audit practice. The institution is also applying for funding from various other bodies for organizing seminars/ conferences.

File Description	Document
Any additional information	View Document
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

Response:

IQAC has contributed significantly towards institutionalizing the quality assurance strategies and processes. The IQAC since its inception in 2014 has striven to keep abreast with the new developments and quality enhancement initiatives introduced by NAAC. Its primary focus is on realizing the highest goals of quality assurance through a consistent and catalytic system in the diverse functioning of the college.

The IQAC members convene **preliminary meetings** to discuss quality drives at the end of each academic session. Before the commencement of the new session the IQAC follow up all decisions taken at these meetings for consolidating the **SPP** of each department/committee/cell/club.

The IQAC directs the department heads to plan their **curriculum delivery strategies**, to introduce innovative teaching methodologies, to provide scope for experiential learning within the classroom and through industrial visits/field trips for enhancing the learning process.

Need-based informal surveys are conducted and certificate courses are introduced in each academic session.

The IQAC also submits a **Perspective Plan** and request for **augmentation of library books** and other **infrastructural amelioration** and for improving the quality of facilities available in the campus for students.

At the end of each academic session **the IQAC initiates the Feedback process** which aims at incorporating the suggestions and recommendations put forth.

The IQAC also mandates filling the **Teacher's Self-Appraisal pro forma** and by the non-teaching staff and submits the same to the Principal for scrutiny and remarks.

The IQAC also **monitors the Continuous Evaluation Process** devolved by the examination committee at the formative and summative level.

The **Mentor-mentee system** and the **Counseling Cell** coordinate to assist students with problems under the directive of the IQAC.

The IQAC also **initiates Annual Academic Audits** and supervises the documentation process at the end of

each semester. It also invites external assessors to conduct **Academic and Administrative Audit** every alternative year.

Orientation Programs and Faculty Development Programs are organized by the institution and encourage teachers to present papers and publish them in UGC listed journals. The IQAC members also make it imperative for departments to organize national level seminars/conferences/workshops.

Two practices institutionalized are-

1. Motivation Committee:

This committee was formulated with the express need to cater to and encourage high achievers. As a pilot project and considering the strength of students, only B.Com and BBA students were identified and the IQAC proposes to extend this initiative in a phased manner to B.A. and B.Sc. students. The head of this committee identifies these advanced performers from the I semester onwards and tracks their performance by guiding and motivating them to obtain a university rank

1. Co-curricular and extracurricular activities:

The IQAC in conjunction with the institutional objectives constantly strives to evolve the monotonous classroom learning mechanism by giving the student community a plethora of opportunities to nurture qualities of academic excellence through activities such as internships, field visits, projects and their aesthetic potential by organizing cultural fests and sports activities at the interclass and intercollegiate level which may eventually lead to career choices.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution has at the helm of quality enhancement the IQAC which organizes periodical quality checks at the college level. This Cell initiates and mandates continual evaluation processes and sustainable assessment mechanisms to achieve the academic goals of the institution.

The IQAC calls for submission of deployment strategies for all the co-curricular activities planned

and structured by the heads of the departments in consultation with member faculty. The same will be discussed with IQAC and on final approval all activities pertaining to the curriculum will be executed as scheduled in the deployment plan.

The IQAC monitors the Examination Committee and oversees the execution of their annual Perspective Plan. The results of the formative and summative examination help the teacher in identifying slow learners for Remedial coaching. University examinations are also analyzed and at staff meetings results are discussed and recommendations put forth for all round improvement.

Mentors then divide them accordingly into groups and the advanced learner is appointed as the peer coaching group leader. These groups meet periodically and the peer group leader records all aspects of the group study work and submits the same to the respective mentor.

The Counseling Cell steps in when a mentor recommends a particular student based on her performance in the internal examinations. Such students are counseled or get professional assistance when essential.

Absenteeism is monitored by the Attendance committee and at the commencement of the academic session the IQAC insists on 85% attendance. In extreme cases students are given an opportunity to stay back after college hours in the library to make up for the acute shortage.

Teachers are mandated to submit a self appraisal report at the end of each academic session which is submitted to the principal who peruses these details and makes observations on further upgrading to be undertaken where necessary.

Outcome-based Learning: The focus of the institution is high academic performance with high achievers motivated to obtain a rank. The outcome based learning is achieved through a regular and continuous evaluation process. The teacher uses her discretion to evolve innovative teaching practices by assigning learning tasks through assignments, projects, group discussions, paper presentations, interclass department competitions, screening documentaries and movies, audio visuals and chart and model making competitions. This provides the student ample opportunity to imbibe knowledge and develop individual perception.

Teacher Quality: The feedback system helps the teacher identify her strengths and weaknesses and challenges. The feedback is analyzed and at department meetings the HoD discusses these setbacks and recommends methods to set right the lacunae. The IQAC organizes academic audit where the feedback analysis is discussed and before the faculty is made permanent the Principal reviews it with the concerned faculty and advises on further improvements.

The IQAC through the Research Cell lays emphasis on annual paper presentations and publications by faculty of all departments. Erudite scholars are invited to share their expertise and insights with students and this becomes a forum for exchange of ideas and escalates the teaching and learning process.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 7.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	8	7	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

S.NO	AREA OF IMPROVEMENT	PEER TEAM RECOMMENDATIONS	INCREMENTAL IMPROVEMENTS POST ACCREDITATION
1	ACADEMIC	To focus on Lateral growth of institution as less number of students opting for Science program at the UG level	BCA program introduced from 2019-20 M.Com Program introduced B.C.A. program applied for in 2018-19 to commence from the academic session 2019-2020
		Increase number of National level Conferences/Workshops/Seminars department wise	Departments/IQAC Committee national level Conferences/worksho
		Improve teacher quality by qualifying in NET/SLET exams and strengthen Research activities such as publications in UGC listed journals	Institution organizes FDPs/Orientation Programs and faculty two members cleared the SLET exams and one member NET. Faculty members regularly present papers which are published in journals with ISSN/ISBN. A few lecturers have registered for PhD

		Feedback to be made online using the NAAC template and follow up action to be initiated and documented	Feedback is collected from various stakeholders analyzed and follow up action taken to incorporate suggestions
		Placement Cell to be enhanced by allotting specific quarters and officer in charge to invite reputed companies to conduct more training programs and increasing number in campus recruitment	The cell was provided a separate room for transacting with companies and MoUs signed Increased number of training programs and Campus recruitment
		To improve and enhance new teaching methodologies	ICT enabled classrooms were added to facilitate this practice
2	LIBRARY AUGMENTATION	To increase e-resources and subscriptions to journals/magazines Issue of student's reference section to increase NET /competitive exams guide books to be placed in a separate section	Books are added to respective sections Rare books downloaded with available for reference NLIST and DELNET software for staff exclusively for all online reference resources and journals/Magazines increased and NET/competitive exams catalogued in a separate section of the library
3	FACILITIES AND SUPPORT SYSTEMS	To extend and improve canteen facilities Wi-fi enabled campus Sports activities to be enhanced NSS to become a full unit Alumni Association to be registered AMC to be regularized	Canteen expansion is under process and rates have been subsidized The degree college zones has been Wi-Fi enabled NSS unit was made full unit and Alumni became a registered one Tech Green signed an MOU as AMC agent with institution
4	ADMINISTRATION	Admin staff and office staff to receive regular	Admin staff undergo external administrative

		training	<p>training programs by going to other colleges to receive hands on training in office and admin work</p> <p>Skill development programs are conducted by faculty for admin, office and support staff</p>
5	INFRASTRUCTURE	To enhance Institutional initiatives for holistic development and sustain a culture of quality through augmentation of facilities for students	<p>New PG Block was inaugurated</p> <p>Additional Classrooms</p> <p>Computers purchased</p> <p>Ladies lounge provided to cater to students' personal needs</p> <p>Eco-friendly Incinerator was installed</p> <p>Napkin dispenser was installed for students</p> <p>Potable water made available on all floors in all the blocks</p> <p>Tube lights replaced with LED lights in many classrooms</p> <p>Classes with projector facilities increased</p> <p>Canteen expansion to cater to entire institution underway</p> <p>Entire campus and classrooms, staffrooms under CCTV surveillance</p>

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 70

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	16	14	13	10

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The Institution shows gender sensitivity especially considering that it is a women's college.

Various measures are taken to ensure the safety and security of our students:

- **Safety and Security**
 - Watchman – the watchman monitors entry and exit of students, parents and visitors to the college, making sure that only those with a legitimate reason are allowed entry.
 - CCTV - Surveillance– Cameras have been installed at strategic locations in the campus and in the college buildings and classrooms to monitor the happenings and prevent untoward incidents.
 - Fire Extinguisher–these have been placed on each floor.
 - Letters of Permission -Students are required to get prior permission before leaving the campus during working hours for any eventuality/emergency. This is recorded in a register and in the

student's college calendar.

- Lecturers Accompanying Students - Lecturers accompany students who go out for any college related activity such as field trips, club activities, Industrial visits.
- Cells – Various Cells and Committees are responsible for educating students about their safety and security and to ensure the same. These Cells are Equal Opportunity Cell, Grievance redressal Cell, Discipline Committee, Anti Ragging Cell, Prevention of Sexual Harassment Cell, Human Rights Cell
- Self Defense Classes– Karate classes have been organized by the Women Empowerment Cell in the campus to teach skills necessary for self-protection.
- Parking, Helmet and License check – specific parking areas are assigned and only students who have a valid license are allowed to park their vehicles within the college campus. It is mandatory for students using two wheelers to wear helmets as per the government rules. This is monitored and enforced by the student union representatives and NSS volunteers.
- Safety Grills and Railings - railing on all staircases and grill around the verandas ensure the safety of the students.

- **Serenity – Counselling Cell**

Serenity, the Counseling Cell, provides counseling for students who are in need of guidance and assistance in dealing with circumstances that are adverse. It may be given for various problems such as interpersonal, emotional, academic related problems, keeping in mind that the adolescent students have special issues and concerns. Students are informed about the counseling services provided at the college and may utilize the service voluntarily or are referred by the respective Mentor. They can approach the counselling cell personally to fix an appointment through Email.

- along with the Psychology club - Phronema sensitizes students to issues relating to mental health and wellbeing such as stress management and diet fads leading to anorexia and bulimia. They conduct sessions to help students deal with peer pressure and improving memory skills.

- **Ladies Common Room [Ladies Lounge]**

A Ladies common room has been provided for the students to relax, refresh themselves and take care of personal needs.

- **Additional Facilities**

Facilities such as a Sanitary Napkin Dispenser and Incinerators have been installed to cater to the basic needs of the students. This ensures that provisions are made to dispose the napkins in an environmentally friendly way.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 4733

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 37.92

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1328.6

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3504

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

- **Solid Waste Management:**

Solid Waste is Segregated at the sources and disposed through the BBMP garbage collection. Rubbish bins to collect wet and dry waste have been placed around the campus. Dry waste collection bins have also been placed in each class room and wet waste collection bins are placed in each corridor. Students are sensitized regarding what wet and dry waste is and the importance of waste segregation. The Green Warriors, the Eco Club, has taken steps in this regard and has educated the students about recycling of solid waste. Students are motivated to dispose waste in the appropriate rubbish bins giving incentives such as recognition for the tidiest classroom. Steps have been taken to reduce harmful waste such as plastic by making the campus plastic free. The NSS students learnt how to make paper covers from old newspapers and demonstrated this in all the classes so that such covers can be used instead of plastic. The Green Warriors dedicated one day as a “Plastic Free Day” and encouraged students to use paper and cloth bags by selling these on campus at a nominal rate.

Two incinerators have been purchased to dispose sanitary napkins in a safe and hygienic manner. This helps to solve the problem of sanitary napkin disposal and reduces the spread of infection which may result if other methods of disposal are used. It also reduces environmental pollution as sanitary napkins are not biodegradable and also prevents the blockage of the drainage system. Along with this a sanitary napkin vending machine has been installed to make napkins easily accessible without causing undue anxiety and embarrassment.

- **Liquid Waste Management:**

The generation of liquid waste is restricted as it is used for washing hands and in the rest rooms. The college does not generate harmful liquid waste. Liquid Waste from the hand wash sink kept outside the building is channeled into the garden and used for watering the plants. Most of the toilets for student use are Indian style as water used to flush the toilets is limited. Clean Drinking water facility is provided in both the blocks as water purifiers are utilized. Students are asked to turn off the taps when not in use.

- **E-waste Management:**

The E-waste that is generated in the college is disposed through the E-waste bin set up by the Green Warriors. E-waste generally consists of out dated systems and their accessories. The institution has an MoU with MAAZ Electronics. The Institution intimates this vendor with a list of items to be scrapped and they collect the E-Waste material and dispose it.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water is vital and precious natural resource which is a depleted in many areas leading to water shortage during the summer months. Rainwater harvesting helps in making the most use of water which is collected by natural means. To try to reduce dependence on the water supplied by the corporation the institutions has constructed a rain water harvesting system.

The Management took a decision to invest in a rain water harvesting system which will benefit not only the Institution but the school and convent as well. Rain water harvesting is the collection and storage of water for reuse and is one method of collecting and putting to good use water which would otherwise just run off. It is a roof top harvesting method. This is a more viable alternative to conserving water as it minimizes the depletion of ground water.

Since ours is an educational institution with more than 1,000 students studying in the college alone, the requirements for water is quite a lot. Sometimes the corporation water provided in itself is not sufficient and water has to be bought. To reduce this expense and to encourage environmental sustainability and green initiatives the management took the decision to construct a rainwater harvesting system.

As the campus size is limited, and consists of a large built up area, rain water harvesting is the ideal method of collecting water for reuse on site.

The Catchment area is the PG block and school buildings. Rainwater which falls on and around the PG Block and other surrounding buildings is channeled into pipes (conduit system) which in turn direct the water down the side of the buildings and this then flows underground and is collected in the sump (storage area) as per the approved plan.

The sump then stores this water which can be pumped up into the overhead tank and can then be supplied to the rest rooms and sinks. A sump with a capacity of 3,25,000 litres has been constructed to collect the harvested rainwater. This will go a long way in supplying the water requirements of the Institution. The management has invested about Rs.25,00,000/- for this structure.

As the building construction has been going on at a brisk pace over the last two years, this rain water harvesting system could not have come at a better time as it goes a long way in providing the water needed

for construction. This is how it is mainly utilized at present.

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

7.1.7 Green Practices

- Students, staff using
 - a) Bicycles
 - b) Public Transport
 - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

Response:

- Students, staff using bicycles, public transport

The Green Warriors – Eco club conducted a Survey and found that 88% of the staff and students use public transport. Students and staff who are residing close are pedestrians. 0.8% students and staff come by bicycle on Saturday and on bicycle days organized by the Green Warriors. Staff and students who come by vehicles use four stroke two wheelers and ensure that emission is within the prescribed limits. Bike pooling is also common to make it more economical.

- Plastic Free Campus: Some initiatives that have been taken to make the campus plastic free are as follows:
 - Students are encouraged to use Eco friendly bags such as paper, cloth or jute bags.
 - The canteen does not use plastic bags to serve take away food.
 - Campus awareness programs to sensitize the students about the harmful effects of plastics and which plastics can be recycled are organized and efforts are taken to increase the use of paper and cloth bags. Green warriors organized a paper bag making awareness program.
 - Students are requested to bring their own water bottles and fill them when required from the water filter instead of buying bottled water.
 - The canteen sells soft drinks in glass bottles or in tetra packs.

- Paperless office: Efforts are being made to minimize the use of paper. Some of these efforts are as follows;
 - Instructions and information is given over the public address system rather than memos.
 - Information is also passed on to students and staff through SMS or WhatsApp
 - Attendance is marked digitally and certain records are maintained in a like manner such as internal assessment marks, information dissemination to parents and students, teacher's daily work record
 - Accounts and Finance is partially digitalized using ACME software
 - The library and information centre is fully automated – OPAC, DelNet, Enlist
 - Soft copies of reports are handed in and maintained by the respective cells and committees in-charge
- Green landscaping with trees and plants:

The campus has a green area in the form of a landscaped garden a variety of trees, flowering plants, ferns and a few herbal plants donated by the Green Warriors. Saplings have been planted where trees have been cut off for expansion purposes around the campus providing eco-friendly environment. A number of potted plants are found around all the buildings. The eco club took the initiative to make student aware of the role that plants play in maintaining the ecological balance by gifting a potted plant to each class to nurture and grow.

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.17

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.11	0.0332	0.009	0.0652	0.0048

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 47

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	10	8	5	4

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
---	--

Response: 14

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

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

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institution takes pains to commemorate various stalwarts by organizing fitting programs. The important dates are;

- Republic Day and Independence Day: Students union and various Cells celebrate Republic Day and Independence Day. A special assembly is organized to highlight the importance of these days and the cost of the freedom we enjoy today. The NSS participate in the flag hoisting and arranging various activities to sensitize students to national identities and symbols. Various cells participate in the programmes that are arranged.
- Youth Week : The youth week celebration is held in the second week of January and is spear headed by the NSS Cell and other club members join hands in the celebrations. Some of the events organized are participating in rally, exhibition highlighting important events in the life of Vivekananda, movies are screened on the life of Vivekananda to enlightened the students about his philosophies, distribution of booklets free of cost on his thoughts, competitions such as debate, poster making, essay writing, lecture competition, etc.,
- Martyrs Day: Martyrs Day is commemorated every year by the entire student body by observing 2 minutes of silence at 11:00 am and the Class responsible for the assembly conducts a special prayer in memory of and as a tribute to our martyrs.
- National Science Day: The Science Clubs celebrate National Science Day on February 28th to mark the discovery of the Raman Effect by Sir C.V. Raman, a physicist, on this day. Competitions are arranged to awaken a scientific temper among the students.
- Ambedkar Jayanthi: This is celebrated in April to highlight Dr. Ambedkar's contribution to the upliftment of SCs and STs. The Community Orientation Cell initiates these celebrations.

- Yoga Day : This is celebrated in June with an emphasis on promoting health, harmony and peace. This celebration is organized by the Sports committee.
- Teacher's Day : The Student Union and NSS take great efforts to make this Day, the birthday of Dr. Radhakrishnan, an exemplary teacher, a memorable one for all the teachers.
- NSS Day– The NSS Unit of the college organizes NSS Day celebrations by arranging sensitization programs on relevant issues such as waste segregation, social service awareness etc.,
- Gandhi Jayanthi : Every year, the NSS organizes a programme to celebrate the birth anniversary of the Father of our Nation. Efforts are taken to popularize the Gandhian Principles, highlighting what Gandhi stood for.
- Unity Day: This year, Unity Day was celebrated on the 31st of October on the birth anniversary of Sardar Vallabai Patel. The NSS volunteers participated in a Rally “Run for Unity” organized by Corporator Sampath Kumar.
- Kanakadas Jayanthi – to celebrate a great poet and his Haridasa literature
- Valmiki Jayanthi – to emphasize the human values he propagated
- Samvidhan Divas – to commemorate the implementation of Indian constitution and educate the students about their rights and responsibilities as Indian citizens

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The Institution strives to maintain transparency in its functioning:

- Financial Functioning:
 - Accounts are audited by both internal and external auditors at the end of each financial year. A statement is issued.
 - Requirements for the purchase of equipment/ books and for the conduction of various activities/ programmes are placed before the Principal through the IQAC and are approved by the Governing Council. Students are part of the various Cells / Committees and are aware of this.
 - Fees are paid through DDs.
 - Receipts are given for any money collected by the Institution. Records are maintained.
- Academic Functioning:
 - Departments discuss and draw up the Perspective Plan for the following academic year. HoDs details regarding workload/ requirement of teaching faculty. This is forwarded through the IQAC to the Principal to the Governing Council.
 - Syllabus allotment is finalized at department meetings. Proceedings are recorded.
 - The timetable committee brings out a tentative and then permanent timetable once the faculty/ workload and syllabus allotment is finalized.

- The Academic Calendar of events is printed in the College Calendar. Notices are put up updating the students on the curricular and co curricular events.
- Allotment of internal marks is displayed on the notice board. Students can make clarifications if dissatisfied.
- Once the University results are announced, the Departments analyze the results.

- Administrative Functioning:

- In the organizational structure, the Governing Council is the highest authority followed by the Principal, IQAC and HoDs/ Chief Librarian. The Office Superintendent heads the Administration and Finance. The Structure is interrelated ensuring responsibility and accountability.
- Relevant information regarding administrative procedures is available to the stakeholders on the institution's website or through enquiry.
- A clear channel of communication is maintained between the administration, staff and students.
- Teachers play a role in certain administrative decisions and have a say in the framing of certain rules and procedures.
- Staff representatives are on the Governing Council.
- Committees have both staff and student representatives. Each Committee /Cell has its own SOP. Minutes of each meeting are maintained.
- External Administrative Audit are conducted.
- The Institution adheres to the rules and regulations of the parent University. The Local Inspection Committee conducts a yearly inspection.

- Auxiliary Functioning:

- The schedule for co-curricular/ extracurricular activities is chalked out. For each activity, the concerned students are informed. Minutes are maintained.
- Information regarding programmes /fests is put up on the notice board/ announced in the classes by the Union members.
- The Equal Opportunities Cell ensures that all eligible students have an equal opportunity to participate in the programmes.

- To monitor all the above certain initiatives are taken:

- An Academic and Administrative Audit [AAA] is conducted for each academic year.
- IQAC review meetings are held at the end of each academic year.
- A Quarterly Newsletter is sent to the Management, updating them about the happenings in the college.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Title of the practice

Empowerment of Women

1. Objectives of the practice

- As a defining framework to raise the status of women through education, to redefine gender roles
- To understand and internalize women power and to exercise it judiciously in their transactions with the world outside
- Creating an awareness about the paradigm shift in women taking centre stage in various aspects of life
- To make students cognizant of the ever-evolving roles in public domains
- To instill the importance of health and hygiene and nutrition for women
- To facilitate women to contribute in decision-making in the domestic sphere as a beginning

1. The Context

An empowered woman is able to foray into newer terrains and continually explore avenues to redefine her and move beyond clichés and stereotypical creations. As young women, they are poised on the threshold of change and gradually yet confidently take up the reins of this transition. The first rung is the institution which provides her the first tool of empowerment-education and learning. The teacher becomes her anchor. The institution being a women's college is predominantly staffed by women (empowered to empowering). Especially in the context of young women who hail from marginalized and discriminatory backgrounds, it is essential to make the learning experience a collaborative one- of combining, aligning and synthesizing pedagogy with their innate potential, which heretofore has been either untapped or neglected. The institution makes use of its resources and mechanisms to demonstrate this practice, so that each individual is molded to adapt to the changes and attain the higher ideals of womanhood.

1. The Practice

This women-centric practice lays the foundation for better quality of life for women and its focus is primarily to equip students with skills to delineate their empowerment to be heard and incorporated beyond mere provisos. Individual identities and inhibitions come in the way of being empowered. The goal of the

institution is to develop sustainable goals to change the course of women-centric conventional ideologies to fit into a 'new-woman' avatar. Mechanisms that address this practice are:

1. STHREE SHAKTHI - Women Cell

The Cell is founded on the rubrics of empowering women. Periodically it organizes awareness programs on prevention of sexual harassment in the workplace, human trafficking, gender inequality, nutrition for women-wellness, gender discrimination, domestic violence, women abuse and Equal Property Rights to sensitize students to these real life situations, as knowledge is empowering. Motivational talks are delivered by experts who also give them help lines or put them onto legal experts when they face one or the above situations. Documentaries and movies are screened to help build their confidence. Personality Development talks, soft skills, life skills are taught by experts who visit the institution. Women hygiene was given due impetus when the Sthree Shakthi members visited a village to conduct a survey on lack of sanitation facilities for women in rural areas.

1. SERENITY-Counseling Cell

In a fast paced world keeping abreast with the many advances can become a humungous challenge for an adolescent to cope with the numerous pressures and problems of modern day living. It is as vital to combat daily challenges starting at the home front, in public spaces and in the campus due to the pressures of fast-paced competitive life. It is very important for students to deal with these situations with equanimity. The skills required to deal with these pressures are to nourish the mind and the spirit. The mental health and the issues related to it and identified consequences such as grades falling, attention seeking, absenteeism, financial problems, personal relationship problems, family abuse, acting out/aggressiveness, subject/teacher problems are taken up by the Counseling Cell coordinators both in-house and professional counselors. This helps students to confront their problems, understand where they need to focus and begin the process of addressing these crucial issues to amend them. The records are maintained in strict confidentiality.

The basic tenet of the institution which is aligned to the mission of the institution is the spiritual growth of the student. Daily assembly and prayer at the start of classes, mass conducted on the first Friday of every month, celebrating festivals, collective prayer in the campus (Catholic students) is a way to retrospect on the inner self and pray for the peace and harmony of humanity. Retreat programs are organized for the Christian students to emphasize the importance of prayers. Yoga and Meditation sessions are conducted to gain mental equilibrium.

1. KALA SAMSRUSTI- Cultural committee

Kala Samsrusti takes initiatives to empower the woman by providing forums to showcase talents. Talentia is one such forum, which is an interclass competition where students compete in cultural and literary competitions.

EPOCH (Exploring the Pinnacle of Our Cultural Heritage) is another forum for display of talent. It is an intercollegiate fest hosted by the institution which provides a platform for students from other colleges to participate and win prizes. This committee provides opportunities to the woman to explore her talent and carve a niche in her area of expertise by representing the college in fests organized by other city colleges.

1. Placement & Training and Development Cell

The Placement and Training and Development Cell are continually endeavoring to bridge the gap between institution and industry. The Cell Convener schedules seminars, placement training programs, recruitment programs, skill development programs, aptitude test training and Personality development programs to facilitate students to prepare them for the industry. Many students who attend these programs are recruited by companies who visit the campus while other students take up the training programs and with confidence make their own career choices.

1. The Entrepreneurship Development Cell

This cell also gives the students a head start by encouraging students to sell products hand-made by them in the campus such as quill jewellery, cards for occasions and paper bouquets. This not only boosts the confidence but also teaches her marketing, accounting and entrepreneurial skills.

1. Union Committee-Student Council

The formation of the Student Union through elections/selection process organized and conducted through transparent means empowers the student to understand her unique responsibility, identify her caliber and evolve leadership skills.

1. SAMANA - Community Orientation Club

This club sensitizes students to the plethora of opportunities provided to each woman in the campus who in turn actively contributes her might to the underprivileged in society.

1. Evidence of Success

- Students improved communication skills
- Increased confidence in all activities
- Develop holistic personality
- Mentoring, Counseling has helped combat peer pressures and absenteeism has reduced remarkably
- Students prove their mettle in inter-class and intercollegiate competitions winning laurels for the institution
- Excellent results as high achievers are identified and awarded and remedial classes taken for slow learners
- Gain an attitude of serving underprivileged
- Students' enhance experience by taking up leadership positions by gaining hands on knowledge of operational systems in other colleges which they incorporate and implement

1. A) Problems encountered

- Mobilization of funds to conduct mega events
- Parents financial constraints as a setback to educate their ward
- Institution a self-financing institution and therefore not eligible for UGC grants/funding
- Establish collaborations with industries
- Campus Recruitment – To get companies for recruitment, schedules sometimes do not match
- Fees charged for training programs were high priced

B) Resources Required

- Funds
- College Vehicle
- Resource Persons and experts from the specific field
- Placement Cell Office
- Well furnished room for visitors/company personnel/resource persons/parents

1. Title of the Practice

Experiential Learning

1. Objectives of the Practice

- To transform learning experience from mere pedagogy to real life experience
- To provide learners an opportunity to synthesize and integrate information
- To make learning an activity –based experience
- To yield lasting and transferable learning and to provide an opportunity for idea-building
- To develop individual skills such as cognitive skills, critical thinking, analyzing skills, problem-solving skills, writing and communication skills, reasoning, leadership skills, coordination and collaboration of ideas through specific experiential learning activities

1. The Context

Learning experience needs an impetus in the right direction to create an environment that is learner-centric and which aims to serve as a catalyst in the way that each learner approaches a subject, idea or thought. Students are provided opportunities that take them from a minds-on experience to a hands-on learning experience. This creates a venue for capacity building skills which can be transferred from classroom teaching to laboratory teaching. This type of learning is explicated in Confuscious' theory-“I hear and forget. I see and I remember. I do and I understand”. It is not techniques or new technology that provides a solution but rather to translate the digitalized techniques in the context they are situated in that makes the learner truly imbibe knowledge. The learning program becomes a more collaborative engagement and its aim, to give the student an opportunity to reflect, to think intensively, to probe deeply, to think critically, to make predictions, to analyze and find solutions is accomplished, which is the benchmark for experiential learning to make it more meaningful.

1. The Practice

The institution endeavors to take the learning experience to newer heights slowly disengaging from the conventional methods of instruction. Students should be motivated to participate in such environments. The sole beneficiary of this type of learning is the student. Adhering to this principle, some of the learner-centric strategies adopted over the years as a quality drive initiative, is carried forward in two ways- Classroom based Experiential Learning and Field based Experiential learning.

1. Classroom based Experiential Learning

1. Role play or simulation learning:

Students are assigned roles or choose the character to simulate the character's/author's/poet's tone and learn the art of articulating as well as emoting and evoking emotions. It also enhances learning as it becomes at once an audio-visual experience.

1. Case Studies and Problem-solving Techniques:

Case studies are narrated in the class by the instructor dealing with real life situations and which requires the student to reflect, probe and analyze the problem and to make predictions or find near solutions through group discussions.

1. Quiz/Debates/Group discussions:

The teacher often gives prior notice when conducting a quiz, which is used as a prompt for quick teaching decisions such as pacing of the topic, clarifications of misconceptions made by students and for identifying the interest areas of the student.

Debates bring the classroom alive when a specific topic raises controversy and the teacher utilizes this energy to elicit individual perceptions.

Group Discussions is enhances the experiential learning process as each member contributes to the topic given.

1. Projects and Assignments:

This activity is a vital aspect of the curriculum with each teacher introducing her own method to allow the student to foray into new territories and expand their knowledge base. Students use their referencing skills as they have access to the resource centers in the institution. Assignment topics are given in advance along with submission dates.

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This practice is to train students for research work after their under-graduate course. Topics are chosen by students and the day of presenting the paper is fixed. Students choose to make either oral presentations or Visual Presentations. Certain departments allow students to explore their learning further by making them register in different presentation forums conducted by other colleges.

1. Club Activities and Intercollegiate Departmental fests:

Departments organize intra and inter college competitions to help students to explore their creative, aesthetic and analytical potential.

1. Guest Lectures/Seminars/Workshops;

Departments organize guest lectures/seminars/workshops by inviting experts and erudite scholars in the

respective field. This exposes students to gain multiple perspectives and share expert knowledge.

1. Field based Experiential Learning

1. Field Visits/ Industrial Visits/Education tour:

As knowledge is infinite, the avenues that lead to learning are also infinite. Departments schedule industrial visits annually. Education tours or one-day study programs in other campuses are also organized by concerned departments. Students get firsthand knowledge of the workings of industries or companies they have visited.

1. Internships:

This practice helps students to gain valuable work experience, to apply acquired knowledge to real work experiences. Transferable skills such as communication, Computer proficiency and team work are obtained in the process. Students of BBA take up internships and students of B.Com voluntarily take up internships.

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Experiential learning happens through learning how to apply concepts and theories in the laboratory. Besides the Science laboratories, students also utilize the Psychology lab, the commerce lab, business and Management lab. The Language laboratory is utilized for enhancing students' writing and communication skills and is used for phonetic drill practice.

1. Evidence of Success

- The classroom based experiential learning has created a multi-level learning program through guest lectures/seminars
- Students focus is on the key concepts and ideas and clarify misconceptions immediately
- Students abilities in thinking holistically and critically has improved remarkably as evinced in their class performance
- Students articulate individually, as a group and the entire class is involved in the EL process
- Role play and simulation experiences have helped them analyze situations and resolve conflicts or solve problems
- Transferable skills like communication, computer competency and team work has helped students succeed in aptitude test and personality tests
- Internships have brought live the demands of the market/industry scene
- The laboratory has given them firsthand experience of learning through experiments as each individual works on one equipment
- Writing Reports on projects and various other club activities stands as evidence of their learning experience.

1.A) Problems Encountered

- Education tours are expensive and a few students had to forgo this experience because of financial constraints
- Getting prior permission from industries and companies to visit their organizations
- Scheduling visits in the curriculum
- Limited access to resources
- Organizing, monitoring and facilitating these engagements has placed the onus on teachers who are in charge of multiple committees
- As a self-financing institution generating funds for organizing conferences/seminars/workshops is difficult. As a result students have to be burdened with additional expenses
- Arrangements to be made in advance which disrupts regular classes

B) Resources required

Funds to meet expenses towards educational tours and remuneration for Resource Persons

Companies to encourage internship

Collaborations with industries

A Planning Committee to organize such tours

Well equipped laboratories

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

7.3 Institutional Distinctiveness**7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust****Response:****Institutional Distinctiveness**

The Vision of the institution is founded on the principle of opening its portals to the female child, not merely to educate her and qualify with a degree in the chosen program but to help her in creating an identity in the ever-evolving dynamic society. It is also the endeavour of the institution to facilitate her continual engagement with the changes happening around her, to adapt to these changes in a smooth

manner. The institution therefore becomes the first place where she sets targets understanding her responsibility to herself and to accomplish these goals during her tenure here. The distinctiveness of the college lies in it being centrally located and also for its ambient learning environment. Parents seek admission for their wards in this prestigious institution primarily because of the emphasis on discipline and for the security it provides to the students, being the only other college for women in the vicinity.

Centre for Equal Opportunity for all:

St. Anne's First Grade College for Women is a minority Christian institution. The institution follows the stipulations of the affiliating university in keeping to the ratio of SC/ST students. No student who seeks admission here is denied entry based on discriminatory grounds. All religions are respected and what is unique is that there are a large number of Islamic students who study here. The location of the college which is easily accessible to these students who live in and around Vasanth Nagar area is a decider for choosing this college. Moreover, the social accreditation of the institution is remarkable for the very fact that Equal opportunity is provided to all students irrespective of their social, economic, cultural or religious background. Most of the students are first generation learners while some others are suddenly pushed into an English medium of instruction from a vernacular medium of instruction. Teachers take the initiative to guide, mentor and assist them in all aspects of their education here. The institution also provides due support as the case may be, in payment of fees, fee concessions, scholarships or payment in easy installments.

Centre for fostering indelible Human Values:

Cognizant of the varied backgrounds students hail from, the institution lays primacy on incorporating value-based education. The 'woman' being the focal point ethics and values are a daily factor. It begins with the daily assembly conducted by groups of students using the college PAS, highlighting a moral value and which includes a thought provoking maxim to begin the day on a positive note. Besides being offered as a non-core subject in the recent past, Value Education as a practice has been a vital factor of this institution since its inception. These values are lessons learnt for life and grounded on the principle of maintaining the supreme dignity of woman. Students radiate respect from the self to the society immediately outside their purview. Students have special topics chosen each semester by the committee members which are imparted during the course of each semester. It is also mandatory for the students to write the value education exam and the marks are recorded in the college register. These values prepare them for real life situations and the culmination is on Graduation Day when the outgoing women take a pledge to uphold the values imbibed in the college.

Proponents of Institutional Social Responsibility (ISR)

The values inculcated and which are indelibly etched in their minds go a long way in shaping their character. The institutional support system that benefits many of the socially and economically disadvantaged students creates a ripple-effect. These student beneficiaries along with their classmates contribute to enriching the lives of the underprivileged by reaching out to them and contributing their mite during times of calamities.

Centre for Women Empowerment:

The foregrounding tenet is founded on the vision of the institution which is a comprehensive and sustained growth of women through quality education. This 'women-centric' strategy is to cater to the individual

needs of the student, for her holistic development. This facilitates her evolving into a confident young woman equipped to meet the challenges head on and to make her voice heard in the larger frame of life. The institution as a mere knowledge base does not serve the purpose. There are many mechanisms/systems in place that help her in this transformation process. Awareness programs, lectures, seminars, workshops are conducted to sensitize her to these challenges. Life skills and soft skills training and communication skills programs are organized to help her find her mettle. The intercollegiate cultural competitions, inter-class departmental club activities give her ample scope to appraise and evolve. The Counseling Cell plays an important role in helping her to overcome problems and face them with equanimity. The Mentor-system is a one-to-one process where the mentor interacts with each student individually and holds her hand to circumvent obstacles. PTMs are conducted at the end of each semester and the progress of their ward is placed before the parent/s. This practice is unique because both parent and ward as important stakeholders reinstate faith in the institution's concern for each student. Student Council formation is yet another platform the institution provides to empower young women with leadership qualities.

The institution continues to be committed to strive and work towards women empowerment and tread the supreme pathways of women progress traversed by others dedicated to the uplift of women in society.

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

5. CONCLUSION

Additional Information :

St. Anne's First Grade College for Women, Miller Road, is a private unaided, minority self-financing institution. It was established in 1995, founded and managed by the St. Anne's Education Society of the Religious Society of the Sisters of St. Anne, Bangalore.

It has its branches spread all over India, Germany and Africa. The Society is grouped into Provinces in order to facilitate administration.

The institution started with only one UG programme with 35 students and currently the strength is 1204 students and thirty one qualified staff. Since its inception, SFGC has seen steady progress in strength, excellence, and social accreditation. Today the college has four UG programmes one PG programme and one additional UG programme proposed. The institution offers certificate courses, and student forums are well in place to cater to the current requirements of young women. In keeping with the vision of our founder, Bishop Stephen Louis Charbonnaux, to reach out to women and in particular the female child, the institution offers its portals to students from diverse backgrounds and is committed to empowering the young woman.

The management's thrust is on its founding charism and the emphasis is on the goals and objectives set for the holistic development of women and achieving the ideals of the nation. Academically, the institution has been striving towards excellence and students have featured on the University Rank list across the years. The college encourages students to prepare for the competitive exams by providing facilities and enhancing teaching methodologies. Innovative teaching methods are incorporated by the staff. The placement cell takes keen interest in arranging employability training classes by various company personnel as well as organizes placement drives inviting companies for campus recruitment.

Various committees, cells and clubs are operational which assists each individual to hone her potential. The Women Cell-STHREE SHAKTHI plays a vital role in empowering young women in the campus through its activities. The institution's ethos is inculcating values and ethics and thus evolving as a responsible citizen of the nation.

Concluding Remarks :

"The highest function of Education is to bring about an integrated individual who is capable of dealing with life as a whole." Thus the goal of SAFGC is to engender a holistic development of the whole individual through transformative teaching and learning.

Education imparted in the institution is premised on the fact that each individual is gently assisted to make transitions from past learning methodologies to the latest trends with technological advances. Such enhanced tools help the individual student to make connections to their local community, to the world at large and to gain sustainable humanitarian values.

The major aim of the institution is to usher in a culture of quality in education through transformative learning

rather than a process of “transmission “and “transaction”. Being a Women oriented institution the onus is on us to equip the woman to become multifaceted and carve a niche in this ever evolving world.

The stipulation of the NAAC as Higher Educational governing /regulatory bodies has given ample scope for development and continual evaluation of the institutional mechanisms to carry forward the aims of higher education. The metrics of the various criteria has made us pause and contemplate the areas requiring improvement and focus our attention on the existing lacunae. The up gradation has become an exercise in multi-tasking and learning from the basics. The task has been onerous and laborious, but it has enhanced our perspectives and given us adequate scope to learn and hone various skills.

The institution builds on its strengths and explores the opportunities that are available to improve all aspects of institutional functioning. There were many challenges encountered in this slow yet steady progress but with the collaborated efforts of the Management and employees of SAFGC we have succeeded to accomplish our aspirations.

We are sincerely grateful to all concerned for this humungous learning assignment which will go a long way in improving individual ability and in the final analysis to be assured of pioneering quality initiatives in fulfilment of the ultimate purpose of education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>1</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI was requested to provide attested copy of the syllabus and study scheme along with the authority for induction of such programs. The HEI has not provided the requested information/ documents. In the absence of supporting documents, the HEI input cannot be considered</p>	2018-19	2017-18	2016-17	2015-16	2014-15	5	3	1	4	3	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	3	1	4	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>16</td> <td>13</td> <td>13</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>01</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The Documents given for Brinda Mam is of 2010 and there is no documents with date which is in assessment period ie during the last five years, hence not considered.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	17	16	13	13	12	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	01	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
17	16	13	13	12																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	01	0	0																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
74	132	56	92	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
69	132	55	92	0

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 0

Remark : The HEI has not provided the requested information/ documents. In the absence of supporting documents, the HEI input not considered. No clarification submitted by the HEI.

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 238

Answer after DVV Verification: 234

2.1.2 Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
455	404	431	409	412

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
455	404	431	420	412

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

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

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	0	0	0	0

Answer After DVV Verification :

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

3.3.5

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	7	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	7	4	1

3.4.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.3

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	5	5	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	5	5	6

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
967	80	80	20	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
76	50	60	0	0

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
73	37	49	14	13

Answer After DVV Verification :

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

Remark : Input updated to zero as the data attached by HEI are not linkages for faculty exchange,

student exchange, internship, field trip, on-the-job training, research, etc during the last five years and accepted by HEI in clarification response

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	3	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	1	3	3	5

Remark : Input updated as per attached HEI clarification response for functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 175

Answer after DVV Verification: 100

Remark : HEI has not used proper register for library log book/ entry register- there is no In time or Out time in the register, there is no serial number / page number on pages. Input cannot be verified.

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : ≥ 50 MBPS

Answer After DVV Verification: < 5 MBPS

Remark : Input updated as per HEI clarification response

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

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

Answer before DVV Verification:

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

104	155	118	95	66
-----	-----	-----	----	----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
104	155	118	95	66

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
208	92	146	138	101

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
208	92	146	138	101

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	96	42	17	19

Answer After DVV Verification :

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

Remark : The HEI was requested to provide sample appointment / offer letters of 4 students against which it has provided some emails which do not prove placement of students. Input cannot be verified. hence updated to zero.

5.3.1 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) 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:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	5	0	0

Answer After DVV Verification :

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	28	23	21	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	8	8	8

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	20	22	20	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	20	22	20	16

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	12	13	8

Answer After DVV Verification :

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

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
39	30	30	24	23

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	8	7	6

6.5.4

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input updated as per HEI acceptance and clarification response

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)

Answer before DVV Verification : 2603

Answer after DVV Verification: 1328.6

7.1.4.2. Annual lighting power requirement (in KWH)

Answer before DVV Verification : 4733

Answer after DVV Verification: 3504

7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 589 1046 723"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1.11</td> <td>0.0332</td> <td>0.009</td> <td>0.0652</td> <td>0.0048</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 801 1046 936"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1.11</td> <td>0.0332</td> <td>0.009</td> <td>0.0652</td> <td>0.0048</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	1.11	0.0332	0.009	0.0652	0.0048	2018-19	2017-18	2016-17	2015-16	2014-15	1.11	0.0332	0.009	0.0652	0.0048
2018-19	2017-18	2016-17	2015-16	2014-15																	
1.11	0.0332	0.009	0.0652	0.0048																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1.11	0.0332	0.009	0.0652	0.0048																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1133 1046 1267"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1346 1046 1480"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Attached clarification attachment documentary proof and initiatives are not considered as per subject of the metric.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	5	7	6	5	4	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	7	6	5	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1877 1046 2011"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>15</td> <td>12</td> <td>08</td> <td>08</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	27	15	12	08	08										
2018-19	2017-18	2016-17	2015-16	2014-15																	
27	15	12	08	08																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	10	8	5	4

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>376</td> <td>368</td> <td>360</td> <td>357</td> <td>277</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>404</td> <td>398</td> <td>386</td> <td>357</td> <td>281</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	376	368	360	357	277	2018-19	2017-18	2016-17	2015-16	2014-15	404	398	386	357	281
2018-19	2017-18	2016-17	2015-16	2014-15																	
376	368	360	357	277																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
404	398	386	357	281																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>29</td> <td>30</td> <td>30</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	31	29	30	30	29	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
31	29	30	30	29																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

30	29	30	30	29
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3.2 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
159.72	56.03	87.28	68.95	64.52

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
158.80	56.03	87.28	68.95	64.52

3.3 Number of computers

Answer before DVV Verification : 125

Answer after DVV Verification : 125