



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**ST PHILOMENA COLLEGE**

**ST PHILOMENA COLLEGE PHILONAGAR DARBE**

**574202**

**[www.spcputtur.ac.in](http://www.spcputtur.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**St Philomena College, Puttur** is affiliated with **Mangalore University** and is managed by the **Catholic Board of Education, Mangalore**. It was founded in **1958** by **Fr Antony Patrao**, then Parish Priest of Mai De Deus Church, Puttur, to empower people in this coastal region educationally. **The Institution is approved by the Govt of Karnataka and recognized by UGC under 2(f) and 12B.** The College is located around 300 kilometers west of Bengaluru, the state capital of Karnataka, 30 kilometers east of the Karnataka-Kerala border, 85 kilometers north of Mercara, and 55 kilometers south of Mangalore. The latitude and longitude coordinates of the location where the College exists are **12.7506° N and 75.2164° E.**

Since its inception, the Institute has lived up to societal expectations, turning out consistent and appreciable results in academic and non-academic fields. The institution does attempt to treat the primary stakeholders in six UG programs and six PG programs with a rewarding educational experience. Efforts are not spared to consolidate the features and functions of the Institution by The Catholic Board of Education, Diocese of Mangalore, which is the top management. The CBE has 7 UG/PG Colleges, 11 Pre-University Colleges, 48 High Schools, and 116 Primary Schools under its care. Most Rev. Dr. Peter Paul Saldanha, the Bishop, Diocese of Mangalore is the President of CBE.

With an enviable record of growth in student enrolment, physical infrastructure, and student achievements, the Institution offered itself for accreditation in 2004, to begin with, and in 2010 for the II cycle. To justify an excellent social accreditation, the NAAC accredited the Institution with an 'A' grade with a CGPA of 3.19 in the II cycle. The Institution volunteered for the III Cycle of assessment in the year 2016 and in which NAAC accredited the Institution with an '**A' grade with a CGPA of 3.19**'. Fulfilling most of the recommendations of the previous Peer Team and an array of post-accreditation initiatives, the Institution is presently putting itself up for the IV cycle of assessment and accreditation in the academic year 2021–2022.

**The institution has been continuously iterating the NIRF and AISHE processes.**

### Vision

**To be a premier Institution for Higher Education, constantly in service to society in the field of education and welfare.**

**Motto: The motto of the Institution 'Faith and Service' is emblazoned atop its emblem and underneath it is imprinted 'St Philomena College'.**

### Emblem:



- The heart of the emblem has a three-way partition and the 'Holy Cross' figures prominently above all. The Cross is emblematic of sacrifice, patience, fortitude, and love for the divine message of Jesus Christ. It also indicates that it is a Christian Institution.
- The three segments delineate 'Hard-Work', 'Purity' & 'Knowledge'.
- The left segment comprises the 'boat in motion being stroked by a rower'. It also looks like a plough and bow & arrow. It betokens endeavor in the sojourn of life. The 'ear of corn' holds out abundance. To the student community the message factored in here is to work hard in order that you taste success. Cruising the ocean of knowledge propelling the boat of education with studiousness as the propelling lever requires a constant effort.
- The 'blooming lotus' on the right segment epitomizes purity. It suggests that students should trump the evil, realize the best and strive to lead a life of purity.
- The 'light' in the southern segment symbolizes enlightenment where it is imperative that our life is a continuous journey towards the light from darkness and education is a pivotal enabler.

## Mission

### **"To educate and train young knowledge seekers for their holistic development to make an effective contribution to society"**

The Mission statement of the Institution overtly examines the social and economic setup of the society focusing on issues such as equality, access, justice and entitlement. The Institution believes that minimizing the deprivation is a surefire salvo for redemption. Education for all and the needy is the premise on which the institution has been functioning. Access to education for young men and women has been and is being provided to minimize the social and class divide which is the need of the hour. Our establishment is aspiring to usher in a just society with maximum socio-economic bliss to the maximum number possible. There can not be any strategy to realize this other than empowering with education. This is the primary *raison d'être* of the institution.

While the emphasis is laid on education for all, the need for propping up the requirements and aspirations of the economically marginalized section has not been lost on the institution. Its efforts are to realize inclusive education. The practice of enhancing the quality and sustaining it in all the activities has been steadily maintained. The weightage given to the holistic development of the students finds expression in the outstanding outcome attained over the years. The curriculum has been enriched by various means to enhance language, technical and life skills, thereby promoting global competencies among the students.

## Objectives:

- To provide opportunities for Higher Education to the young knowledge seekers.
- To prepare the students to optimize the various social resources for sustainable growth and development.
- To sensitize the students about social needs and problems.
- To provide guidance and support for the all-round development of the personality of the students.
- To help the students accomplish their career opportunities.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- A six-decade-long legacy of empowering young people through education
- Commitment to provide quality education to all societal segments as stated in the mission statement
- Supportive, caring, and forward-thinking top management that is devoted to the overall growth of the Institution
- Ideal geographical location
- Qualified, well-experienced, committed, and research-oriented faculty members with a good retention ratio
- Well-defined transparent admission policy catering to the education needs of all sections of the society
- Student-centred teaching approach with emphasis on experiential learning
- Ample opportunity for skill development through value-addition and skill-enhancement programmes.
- Strong and caring alumni base that willingly contributes to the worthwhile cause of education in all possible ways
- Commitment to provide affordable, high-quality education to all, irrespective of any distinction.
- Exceptional track record in academic, sports, and cultural fields
- Sprawling, lush, verdant campus tailor-made for the academic environment
- Abundance of curricular, co-curricular, and extracurricular opportunities for student empowerment
- Practical social learning experiences through community outreach initiatives and a wide range of extension programmes
- Adequate and up-to-date physical and IT infrastructure
- Institution-wide e-governance initiatives.
- Adoption of ICT for all institutional operations/activities, including curriculum transactions.
- Opportunities for blended teaching-learning
- Host of value-added/subject-specific certificate programs to help students strengthen their skills
- Active functional units that focus on the development of students include NCC, NSS, Rovers & Rangers, YRC, Students Council, etc.
- Excellent student support and progression system
- A deep sense of camaraderie amongst all stakeholders has strengthened unity, collaboration, integrity, and cohesive strength
- Robust partnerships and understandings between academic institutions and industry.
- Opportunity to explore content beyond the curriculum through a host of on-campus activities, flagship events, and industry/field visits
- Separate and secure Hostels for men and women students within the campus.
- Safe and secure campus under the supervision of guards and CCTV surveillance
- A good library with a sizable collection of educational resources and a subscription to e-resources
- A good research facility with necessary equipment acquired utilizing research government grants
- Excellent academic performance with several students receiving university ranks each year.
- Having every basic amenity, including a canteen, stationery store, reprographic center, juice bar, a branch of a bank, and a Common Service Center on the campus
- Recognition from Government agencies such as NIRF and the Ministry of HRD
- Presence of alumni in the top most judiciary, legislation, and beauracracy
- Communal harmony and enormous social goodwill

### Institutional Weakness

- Little scope for academic flexibility in terms of improving the curriculum.
- Reasonable student placement rate
- A recognised research centre is awaiting approval from the affiliating University.
- Moderate staff contributions to research
- Inadequate structured MoUs with reputed Institutions and research centers
- Lack of financial and academic autonomy
- Inadequate research/development grants from GOs and NGOs
- Regulatory constraints in offering need-based and interdisciplinary courses.
- Affiliating University's packed and overlapping calendar, the aftermath of COVID-19, put additional pressure on the ability of the institution to adhere to its predetermined plan

### **Institutional Opportunity**

- Attaining autonomous status.
- Introduce cutting-edge, need-based programmes and courses.
- Comprehensive and systematic placement cell activities to enhance student placements.
- Seek recognition from the affiliating University for the research centre.
- Boost employee participation in research activities and develop a result culture among students
- Expand opportunities for academic and research collaboration with premier institutes and enterprises through useful Memoranda of Understanding.
- Enhance ICT-enabled teaching and learning using state-of-the-art technologies.
- Explore collaborative programmes for faculty and student exchanges.
- Establish partnerships with overseas universities for dual/advanced degrees, faculty/student training, and research
- Strengthen alumni engagement and networking for academic and employment pursuits.
- Explore and take advantage of all opportunities to receive grants from the government and funding agencies for the institution's development.
- Offer multi-disciplinary honors degree under NEP 2020 curriculum

### **Institutional Challenge**

- Indeterminate admission of students to programmes or courses
- Retention of qualified, efficient, and experienced faculty
- Resource mobilisation to run self-financed programmes
- Keep physical and IT infrastructure up-to-date in accordance with stakeholder requirements
- Multiple regulatory authorities governing the academic/administration
- Developing institutional competency to meet rapidly growing global challenges.
- Time constraints to offer additional Add-On / Certificate Courses in addition to the regular curriculum.
- Changing the mindset of staff and students toward emerging higher education pedagogies
- Maintain quality, pace, and rigor while transitioning to a curriculum based on NEP-2020
- Heterogenous education system
- Adjust to COVID-19 irrationalities/irregularities

## **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

The Institution is affiliated with Mangalore University and it offers three years CBCS UG program - **BA., B.Com., B.Sc., BBA, BCA, and BSW** and two years CBCS PG program - **MSW., M.Com., M.Sc.-Physics, M.Sc.-Mathematics, M.Sc.-Comp. Sc. and M.A.-Economics.** Starting in 2021–2022, the Institution offers 3/4 years CBSS UG programs as per NEP-2020 regulations. The University designs the curriculum offered for UG and PG programs.

The Institution seeks structured feedback on the curriculum from stakeholders to maintain it updated, in line with industry standards, and to help students acquire specific skill sets. Subject departments review the feedback and provide their observations to the university authorities to consider when updating/reshaping/developing the curriculum.

The mission of the Institution is to educate and train young knowledge seekers for their holistic development by teaching them how to best utilize various social resources for sustainable growth and development. Additionally, the Institution strives to implant in its students a moral framework that will empower knowledge and increase their understanding of social needs and problems. To accomplish the same objective, cross-cutting issues are incorporated into the curricula of all programs through various courses.

The Institution ensures that project-based/fieldwork-enabled learning is offered wherever possible in accordance with the curriculum. During the academic year of 2021–2022, 15.77% of students engaged in project-based learning, fieldwork, or internships.

The IQAC convenes meetings on curriculum planning/delivery at the beginning of each semester, and it prepares a blueprint for its effective implementation. Teachers adapt technology-assisted student-centric teaching-learning methods to deliver the curriculum. Availability of adequate academic infrastructures, such as ICT-equipped classrooms/high-speed Internet/laboratories/museums/seminar halls/Libraries, and Google Workspace tools ensure effective curriculum delivery. Skill formation among the students is an attached priority for which add-on/certificate programs are offered, adding flexibility and diversity to learning. The functional units of the Institution are active in helping the students develop their personalities with several co-curricular/extra-curricular activities. Students participate in in-person/online seminars/workshops/training programs/certificate programs to add value to the curriculum.

The IQAC/HODs/Conveners of functional units ensure that all planned curricular/co-curricular/extra-curricular, and CIE activities are completed on schedule. IQAC evaluates curriculum delivery effectiveness by holding monthly review meetings and soliciting feedback from stakeholders.

## Teaching-learning and Evaluation

The motto of the Institution is to empower young knowledge seekers with education. Access to education for young men and women has been and is being provided to minimize the social and class divide. The Institution meets the needs of the young without regard to caste, creed, religion, or socioeconomic background. The enrolment percentage for UG programs is relatively high, while it is modest for PG programs as 50% of the seats in the PG program are reserved for the university-managed central seat allotment process. The Institution makes every effort to fill designated seats for different categories, including SC/ST/OBC/Divyangjan, etc. in accordance with the reservation policy of the affiliating University. Every time a vacancy occurs as a result of the retirement of an in-service teacher or resignation, it is filled immediately following proper procedures. This

helps the institution keep a consistent teacher-to-student ratio.

The Institution facilitates the transition from traditional knowledge transfer to ICT-enabled, student-centered teaching and learning. Students are encouraged to learn independently through self-study, peer interaction, and active teacher support. They are also given opportunities to learn by doing and participating in activities. The implementation of participatory learning activities places a strong emphasis on constructivist and student-centric education. Industrial visits, field trips, internships, projects, and educational tours all ensure experiential learning. ICT-integrated pedagogy fosters innovation and creativity. To deliver 360-degree learning experiences, all faculty members employ a blended learning strategy using their Google Workspace Education Fundamentals accounts, ICT tools, and resources. Increased knowledge retention and a positive outlook on the course were the outcomes of this endeavour.

All sanctioned posts are filled through a well-structured recruitment process. **32 faculty members are with Ph.D, and 10 faculty members are pursuing Ph.D.**

The Continuous Internal Evaluation (CIE) and End-of-Semester Examination are conducted with the assistance of the most recent IT integration. It consists of an internal ERP solution and MuLinx & UUCMS platforms of the affiliating University.

OBE is followed with a total focus on measuring student performance through outcomes. The CO/PSO/PO attainment is measured at the course and program levels. **The pass percentage for the 2020-21 year batch is 94.5%. 48 students have won university ranks and gold medals during the past five years.**

### **Research, Innovations and Extension**

The Institution has fostered an atmosphere that is favourable for research and innovation by recruiting and training qualified personnel, assuming leadership in knowledge generation and dissemination, and setting up enough research infrastructure. All institutional research efforts are structured in accordance with the clearly stated and published research policy. The Institution has established a **Research Centre** to facilitate and supervise the research endeavours, which is supported by the '**Research Expert Committee (REC)**'. The Committee takes necessary steps to improve research infrastructure through external sources and internal funding. The Institution provides the required logistics for the faculty and the students to undertake research work. Several minor research projects and some major ones have been undertaken in the last five years. Funded major research projects are also ongoing. The institution often organizes conferences and workshops on research methodology, intellectual property rights, and entrepreneurship. During the past five years, the institution has arranged 45 of these programs for the benefit of teachers and students. Journal papers, book chapters, and media articles are among the regular contributions made by faculty. The Institution publishes a multi-disciplinary bi-annual research Journal 'PEARL'. The Institution believes that knowledge cannot have an impact on society unless it is shared. Therefore, efforts are undertaken to ensure that every innovation in knowledge creation is followed by innovation in knowledge dissemination. The adoption of the "Lab-to-Land" principle by the Institution worked well to accomplish the objective. The Institution has also established links with research centers/institutes of national repute for the purpose.

By working with NGOs, GOs, and other agencies, the institution fosters the "Institute-Neighbourhood-Community" network. The institution organizes activities to raise students' awareness of social issues in partnership with collaborators. Along with social work departments, the institutional functional units NSS/NCC/Youth Red Cross/Rovers-Rangers, etc. actively take part in a range of extension and outreach

programmes. The MHRD's acknowledgment of the Swachhta Campus Ranking for 2019 was evidence of the successful outcomes of off-campus extension efforts implemented throughout the years.

The Institution has inked 32 MoUs/Collaborations with GOs, NGOs, and enterprises during the past five years for internships, field trips, on-the-job training, projects, and other academic activities.

### **Infrastructure and Learning Resources**

A robust infrastructure, 22.50 acres of land covered in a veneer of greenery, and a rich learning environment have been used to build the Institution's edifice dedicated to higher education. Infrastructure consolidation and improvement are explicitly covered by the Institution's policy. The perspective plan has a strong emphasis on providing more room for educational, co-curricular, and extracurricular activities as well as meeting the institution's infrastructure demands. There are sufficient lecture halls, laboratories, specialist facilities, museums, hostels, and sporting facilities accessible. The institution recognizes that the infrastructure on hand is compatible with its academic expansion at any given time. On-campus accommodation is available for faculty, staff, and both male and female students. The functional units of the institution have enough room to function. By increasing the number of titles and utilizing newer technology and resources, the library's resources are streamlined.

Library operations are fully automated using web-based ILMS "e-lib iNext". The Web OPAC facility gives remote access to the library. To monitor the library users' check-in/check-out, Orbit Scanners are used. The Library has a collection of 56,623 titles. The departmental libraries have 3,000+ titles. The Institution subscribes to INFLIBNET N-LIST. There is a dedicated page for the library on the institution's website.

The Institution has adequate and latest IT infrastructure. The IT infrastructure and resources are added/updated/upgraded frequently as per the requirements and changing technology. The administrative office is equipped with ERP software. In-house Android App 'TrackMe' is used for teacher-student information exchange. The majority of the classrooms have LCD Projectors/Smart TVs. The auditorium and seminar/conference halls are equipped with LCD projectors, sound systems, and WiFi Internet access. Laptops/Desktop computers, printers, and Internet are available in staff rooms. The institution has installed an IP camera-based CCTV network to guarantee the security and safety of both staff and students. The Institution has a subscription to Google Workstation Education Fundamentals for the benefit of staff and students. Each department and member of staff is granted a G-Workstation account. Hostels for men and women each offer WiFi, an auditorium with an LCD projector, and computer systems. Five 100Mbps BSNL FTTH Internet connections have been leased by the Institution.

### **Student Support and Progression**

The Institution is committed to its students' growth and supports them in all of their pursuits. It possesses well-established systems for mentorship, student progression, and student support services, which are strengthened by strong faculty leadership and widespread institutional engagement. By providing scholarships/financial aid/freeships, the Institution has been meeting the needs and requirements of students from many social groups and with various abilities. Various scholarships offered by the government are made easier to get for students in lower socioeconomic and reserved categories. In addition to this, endowment fellowships and freeships established by the management, alumni, retired staff, and other non-governmental organizations also provide financial support to deserving, meritorious, and needy students.



To improve the student's abilities, the Institution offers several capacity-building and skill enhancement initiatives that are concentrated on soft skills, language and communication skills, life skills, ICT/Computing skills, as well as preparation for competitive exams and career counseling. The institute's Training and Placement Cell promotes and prepares students for better job prospects through a variety of activities.

There is a clear process in place for the prompt resolution of student grievances, including gender and sexual harassment instances. Statutory Cells have been established by following regulatory requirements and are fully operational. Students are free to submit grievances with the grievance redressal cell, the anti-ragging cell, and the internal complaints committee, and they are resolved amicably. The SC/ST cell, the OBC/Minority cell, and the equal opportunity cell help students take admission and apply for scholarships and other opportunities.

The active Student Council, supported by several functional units, strives to provide a platform for the student community to come together and organize a variety of sporting and cultural activities and events, developing leadership abilities and fostering their holistic development. Students are encouraged to assume various leadership positions and participate in administrative, co-curricular, and extracurricular activities while being supervised and guided by staff. The participation of students in cultural and sporting events sponsored by the Institution or by outside organizations is encouraged and supported in all ways. Remarkable student performances in various sports, cultural competitions, and other events have brought honor and pride to the Institution. Numerous cultural and sporting events organized for the students contribute to the positive atmosphere on campus.

The Institution has a registered Alumni Association that is active and involved in planning, promoting, and taking part in the Institute's activities. The Association provides the Institute with significant intellectual, physical, and financial support.

### **Governance, Leadership and Management**

The Institution has been functioning under the principle of education for all and the less privileged. In order to reduce the social and economic divide, which is currently needed, access to education has been and is being offered for young men and women. The remarkable results gained throughout the years are evidence of the importance paid to the student's holistic development.

The Institution promotes the use of participatory management practices. CBE, Mangalore, is the top management. The Local Managing Committee plays a significant role in the day-to-day functioning of the Institution. The routine administration is in the hands of the Principal, who being the head of the Institution, is the torchbearer in charge of carrying out the mission of the Institution. The Institution implements a policy of staff empowerment and responsibility sharing. Decentralized participatory management gains credibility since all stakeholders participate in institutional decision-making which is visible at every level. successful implementation of quality policies at the institutional level and the organization of significant cultural and sporting events are illustrations of decentralized administration and participative management

The IQAC makes every attempt to meet the expectations of the Management through a collaborative and cooperative approach, The establishment of a quality system and the enhancement of the institution's academic and administrative performance are both crucial tasks performed by IQAC.

Office management and administrative tasks are managed with ERP Software. Using the MuLinx Online Solution from the University and the UUCMS portal from the Government of Karnataka, all academic and

exam-related procedures are automated. Businesses involving students and teachers are managed via the Android app TrackMe.

Excellent employee welfare policies were put in place by the institution. These initiatives motivate and encourage staff members to enhance their performance, which has a positive impact on the institution's advancement. The Institution has an effective system of the performance appraisal for both teaching and non-teaching staff. Student feedback on the teachers and the non-teaching staff is obtained on annual basis.

The Institution has an effective strategy for mobilisation and optimal utilisation of resources and funds from various sources and it regularly conducts both internal and external audits of its financial records.

To ensure academic standards and enhance the quality of education, the Institution has developed a quality assurance framework. It underlines the Institution's commitment to excellence and improvement. The framework's main components include a methodical approach to achieving clearly stated academic standards, supporting students in achieving those standards, and the process through which the institution fulfils its promises.

### **Institutional Values and Best Practices**

The Institution, being a co-education hub, supports diversity, equality, and dignity to provide a secure, supportive, and forward-thinking atmosphere for learning and development. Every effort is made to create an environment on campus where learning can be pursued freely and fearlessly. The Institution ensures fairness and justice in the distribution of benefits and responsibilities between women and men. Its workplace values inclusion and diversity and has a strong ethical foundation. The Institution upholds the highest ethical standards in all of its operations. Equal opportunity is provided to people of different socio-economic, religious, and cultural backgrounds. Safety, security, and well-being, as well as gender equity and a positive work environment, are the Institution's top priorities.

In order to shape the character of the young generation and educate them to be responsible citizens of a progressive country, the Institution strives to teach moral principles and ethical standards to students. The Institution celebrates meaningfully national and international days, as well as actively remembers events and festivals as it is aware of its role to inculcate a feeling of patriotism, national solidarity, and communal peace. By doing this, the Institution encourages diversity, harmony among communities, and inclusivity among its staff and students.

Diverse facilities are available to Divyangjans, including ramps, wheelchairs, an accessible website, and a Cell to address their issues.

The Institution is committed to working toward minimising the waste of natural resources since it is aware of its obligations to the environment. Degradable and non-degradable waste are managed effectively through the use of the proper infrastructure and programmes. Initiatives to conserve and save energy are in use. To maintain water conservation in the institution, facilities for collecting rainwater and recharging borewells are available. Vehicle entry restrictions, pedestrian-friendly streets, appropriate landscaping with trees and plants, etc. all contributed to making the campus more environmentally friendly. Every year, an environmental audit is conducted, and on top of that, campus environmental promotion initiatives are encouraged.

“Democracy in Practice” and “Write and Publish” are the two best practices successfully implemented by the Institution. The vision statement, reads, "be a top institution of higher education always in service to the welfare of the Society" The Institution believes that promoting a passion for science on the campus and the wider community is one approach to serving society. This has been the overarching theme emphasizing how distinctive the Institution's priorities and goals are.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST PHILOMENA COLLEGE
Address	St Philomena College Philonagar Darbe
City	PUTTUR
State	Karnataka
Pin	574202
Website	<a href="http://www.spcputtur.ac.in">www.spcputtur.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Antony Prakash Monteiro	08251-230340	9449990644	-	info@spcputtur.ac.in
IQAC / CIQA coordinator	A. P. Radhakrishna	08251-7338297670	9449207670	-	apkrishna@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Mangalore University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-11-1992	<a href="#">View Document</a>
12B of UGC	09-11-1992	<a href="#">View Document</a>

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				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St Philomena College Philonagar Darbe	Rural	22.49997	8700.74

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	PUC	English	180	69
UG	BCom,Commerce	36	PUC	English	90	90
UG	BBA,Business Administration	36	PUC	English	80	72
UG	BCA,Computer Science	36	PUC	English	160	124
UG	BA,Humanities	36	PUC	English	80	33
UG	BA,Humanities	36	PUC	English	0	0
UG	BA,Humanities	36	PUC	English	0	0
UG	BSc,Science	36	PUC	English	0	0
UG	BSc,Science	36	PUC	English	40	11
UG	BSc,Science	36	PUC	English	90	0
UG	BSc,Science	36	PUC	English	90	63
UG	BSW,Social Work	36	PUC	English	80	8
PG	MCom,Pg Department Of Commerce	24	Degree	English	60	49
PG	MSc,Pg Department Of Physics	24	Degree	English	45	17
PG	MSc,Pg Department Of Mathematics	24	Degree	English	40	13

PG	MSc,Pg Department Of Computer Science	24	Degree	English	40	11
PG	MA,Pg Department Of Economics	24	Degree	English	0	0
PG	MSW,Pg Department Of Social Work	24	Degree	English	60	18

**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				13				28			
Recruited	0	0	0	0	11	2	0	13	5	1	0	6
Yet to Recruit	0				0				22			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				67			
Recruited	0	0	0	0	0	0	0	0	32	35	0	67
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				27
Recruited	3	0	0	3
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	9	14	0	23
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	1	0	6	1	0	13
M.Phil.	0	0	0	3	1	0	5	3	0	12
PG	0	0	0	2	0	0	26	33	0	61
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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	2	3	0	5
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	8	0	8
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	0		8	
		Others		Total
		0		8

**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	680	37	0	0	717
	Female	627	41	0	0	668
	Others	0	0	0	0	0
PG	Male	44	2	0	0	46
	Female	174	31	0	0	205
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	12	3	11
	Female	11	19	20	20
	Others	0	0	0	0
ST	Male	7	18	11	8
	Female	20	17	18	19
	Others	0	0	0	0
OBC	Male	245	265	184	225
	Female	212	265	271	290
	Others	0	0	0	0
General	Male	23	21	30	30
	Female	50	57	58	60
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		578	674	595	663

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution is prepared to offer undergraduate programs in accordance with NEP-2020 regulations. To study and implement NEP-2020 for the first year of admissions for the academic year 2021–2022, an internal Task Force has been established. By inviting experts, the Institution has conducted a number of workshops and webinars to raise staff and student understanding of the NEP-2020. For the purpose of orienting students and parents, the Highlights of NEP-2020 are displayed on the college notice boards and posted on the Institutional website. The Institution has arranged for all the required infrastructure, including e-resources, for multifaceted, intra-, and inter-disciplinary teaching</p>
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	<p>and learning. While engaging in academic activities, the mission of NEP-2020 calls for an interdisciplinary and multidisciplinary approach. In every semester, students have the option to choose from a variety of Open Electives to enhance transdisciplinary studies. The open elective courses are offered to all students across all streams, and they must choose one as is required by the NEP pedagogy. No student should choose an elective that is related to his/her stream. Each department provides its own Open Elective course. Students have embraced the multidisciplinary approach of NEP-2020 effectively.</p>
2. Academic bank of credits (ABC):	<p>Undergraduate and Postgraduate students can select courses from multiple Colleges and Universities at the same time in accordance with UGC guidelines for the establishment of the Academic Bank of Credits, with the opportunity of forming clusters that will be put into place eventually. The Institution is adhering to the model structure of the UG program provided by the affiliating University as per the instructions from the Government of Karnataka. At the conclusion of 2/4/6 semesters (1/2/3 academic years, respectively), there will be multiple exit options from the program, and a Certificate, Diploma, or General Degree will be awarded. In order to finish the degree with the current curriculum, the applicant who chose the exit option must reapply to the program at the start of any academic year. All candidates who successfully complete an undergraduate program in 8 semesters (4 academic years) will be given an Honours Degree.</p>
3. Skill development:	<p>The faculty members use a range of instructional approaches, feedback, and assessments as part of their pedagogical approach to improving the content they are teaching. Skill development courses that are focused on needs are offered. The NEP program promotes vertical growth in core courses and horizontal mobility through skill, generic, and open elective courses. The advantage of NEP-2020 is that it gives CIE more vitality. The CIE specifies various elements, all of which are beneficial to the intellectual development of the students. Through hands-on training, fieldwork, study visits, certificate programs, workshops, surveys, etc., skills are developed and competencies are built throughout the study period at different levels. By planning the activities in collaboration with the</p>

	<p>Institutes/GOs/NGOs with which linkages are created, the institution ensures experiential learning. The program structure includes courses in yoga, health and wellness, digital fluency, artificial intelligence, and other topics that aid in the development of the necessary skill sets in the students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Languages are offered as ability-enhancement compulsory courses for the first four semesters, helping students improve their oral and written communication skills. Kannada as a regional language, Hindi as a national language, English as an international language, and Sanskrit as a classical language are available in the Institution for selection. Students need to opt for any two languages for the first four semesters of their study. Although most of the curriculum is delivered in English, teachers sometimes also teach in Kannada to help students grasp the content. Numerous competitions in Kannada, English, and Hindi, including debate, extempore, and elocution, are often held to foster and increase students' self-confidence.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education is the cornerstone of NEP-2020. It will encourage students to study effectively and enhance their employment prospects. The objectives and outcomes for each program and course delivered within the NEP-2020 structure are clearly defined. The institution has developed a procedure to determine if the objectives of a course or program were attained after it was delivered. As a result, a detailed policy has been developed, and it is now accessible to the faculty for implementation. Departments map the course contents to the course objectives and outcomes when the new semester's curriculum is made available, then assess them using the established criteria to see how they relate to one another. The attainments are measured using a variety of processes, including direct and indirect ones.</p>
6. Distance education/online education:	<p>The Institution has the necessary resources and arrangements for online teaching-learning, including free Wi-Fi Internet around the campus and Google Workspace accounts. All faculty and students are presently well-equipped and aware of the Online Teaching, Learning, and Evaluation technology as it was successfully deployed with the COVID-19 pandemic outbreak in 2019–2020 and continued</p>

during 2020–21. Students can access e-content on various courses and topics through the institution's digital library, which is accessible on the institutional website. Faculty members regularly keep them updated by uploading newer content and updating the ones that already exist. The majority of add-on/certificate programs are made available online. The Institution offers instructions in the blended mode in accordance with NEP requirements.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1636	1698	1764	1887	1997

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 118

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	89	94	95	100

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
123.65579	192.97400	240.68664	235.75916	263.46273





## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

**Curriculum Delivery Planning:** The Academic Calendar (AC) of the Institution, which is modeled after the AC of the affiliating University, specifies semester start/end dates, EC/CC activity timelines, internal assessment and semester examinations, public holidays, national/state festivals, FDPs, major institutional events, vacations, and so on. Based on AC, IQAC develops an Action Plan (AP) that details every minute activity on campus, both academic and co/extra-curricular. Each subject department and functional units prepare their APs relying on this. All the subject departments and functional units of the Institution strictly adhere to the timeline specified in the AC and APs thus prepared.

Based on requests from subject departments well before the start of the academic year, the AC determines the discipline-specific, inter-disciplinary open electives, and foundation courses offered to students, as well as the workload and faculty requirements. The IQAC convenes meetings on curriculum planning and delivery at the beginning of each semester, and it prepares a blueprint for its effective implementation. HODs convene meetings to distribute courses and teaching workload to teachers based on teachers' course preferences, experience, and specialization. He/she also verifies and approves individual teachers' teaching plans, as well as teaching methods and strategies planned to supplement the curriculum transaction. The Time Table Committee prepares the timetable for the entire institution, allocating periods for core, common, complementary, elective courses, and EC/CC activities. It also prepares class timetables and individual teacher timetables. Every academic year begins with the General Orientation by the Principal, followed by Deans and Class Teachers about curriculum overview and its transaction.

**Curriculum Delivery:** Bridge courses are offered before the start of course-specific classes. Teachers adapt technology-assisted student-centric teaching-learning methods to deliver the curriculum. Availability of adequate academic infrastructures, such as ICT-equipped classrooms/high-speed Internet/laboratories/museums/seminar halls/Libraries, and Google Workspace tools ensure effective curriculum delivery. Teachers' engagement in BOS/BOE/question paper setting/practical examinations also contribute to the effective implementation of the curriculum. Students participate in in-person or online seminars/workshops/training programs/certificate courses to add value to the curriculum. To ensure adherence to the AC, staff/students are informed regularly through notices posted on bulletin boards/PAS announcements, and notifications via the TrackMe App/WhatsApp.

**Conduct of CIE:** The Institution employs its own CIE policy, in conjunction with university guidelines. The Examination Committee of the Institution oversees the entire process of CIE. It organizes two IA exams per semester and oversees other CIE activities, such as class tests/subject quizzes/assignments/open-book exams/mini-projects. The Examination Manual, which has been prepared for the purpose, comes in handy during the examination process. The Committee also ensures the smooth management of end-of-semester university examinations at the institution level.

**Evaluation and Documentation:** Students' learning rates are determined through the administration of classroom activities and assessment examinations. Remedial courses are offered to slow and advanced learners to enable them to improve their skill sets. The IQAC, HODs, and Conveners of functional units ensure that all planned curricular/co-curricular/extra-curricular, and CIE activities are completed on schedule. IQAC evaluates curriculum delivery effectiveness by holding monthly review meetings and soliciting feedback from stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

**Response:** 34

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

**Response:** 28.75

#### 1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
694	355	437	552	544

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The Institution aims to educate and train young knowledge seekers for their holistic development by preparing students to optimize various social resources for sustainable growth & development as well as instill a moral framework that endows knowledge with the ability to benefit humans and sensitize them about social needs and problems. Cross-cutting issues are integrated into the curriculum across the programs through various courses to realize the same. It takes up a reasonable amount of curriculum space and progressively impacts the learners.

The Institution delivers the curriculum prescribed by the University which is classified into four groups at the UG level –Core courses (Group–I), Electives (Group–II), Foundation courses (Group–III), and Extra and Co-curricular Activities (Group– V).

Group-II Elective Courses involve courses on supporting the discipline of study, providing an expanded scope, enabling exposure to some other discipline/domain, and nurturing students' proficiency/skill. Group-III Foundation Courses include Indian Constitution, Human Rights, Gender Equity, and Environmental Studies. During the first four semesters, each student must participate in one of the University mandated co-curricular (Group-IV) activities, such as NSS, NCC, Rovers & Rangers, Youth Red Cross, Sports & Games, Performing Arts, Fine Arts, and so on. All these courses integrated into the curriculum dissect primarily the issues related to Gender, Human Rights, Environment, Climate Change, Professional Ethics, Human Values, and Sustainability.

The curriculum of a few core courses also comprises topics relevant to cross-cutting issues such as human values, principles & ethics, gender equity & equality in society, sustainable development, sustainable environment, water harvesting, human resource management, motivation & leadership, corporate governance & social audit, environmental analysis, gender dynamics, the status of women in Indian society, feminist theories, gender issues in modern India, environmental economics, environmental biology & wildlife biology, population ecology, community ecology, ecosystem, environmental pollution, ecological factors & ecological adaptations, energy studies and radiation sources & hazards, human resource development, personality development, and business ethics and CSR.

The functional units organise activities that impart knowledge on cross-cutting issues in line with the curriculum implementation.

- Women Empowerment Cell: organises gender sensitization programs, conducts seminars on gender equality and women empowerment, arranges awareness programs on women's harassment at home and workplaces, and celebrates International Women's Day.
- Eco/Nature Club: educates the students about - environmental pollution, climate change, natural calamities, water harvesting and conservation, solid waste and its management, and green initiatives.
- NCC/NSS/Rovers & Rangers: organise extension activities to create awareness about social evils such as gender inequality, violation of human rights, and environmental pollution and organise programs for achieving a sustainable environment.
- Commerce Association, Management Association, Computer Club, and Placement Cell organise activities promoting human values and professional ethics.

- Statutory and Welfare Cells are in place to address the sensitive issues concerning gender and equity

Apart from this, BSW & MSW departments organize several extension and community reach activities where cross-cutting issues like gender and environment form the theme.

To enrich and empower students, subject departments and functional units organize cultural events, talks, debates, discussions, and awareness programs. Students are encouraged and motivated to participate in various on-campus and off-campus activities and academic competitions centered on gender, the environment, professionalism, and human values.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 15.59

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

**Response:** 255

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 53.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
578	674	595	663	759

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

2021-22	2020-21	2019-20	2018-19	2017-18
1135	1245	1245	1245	1285

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

**Response:** 61.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
362	314	382	389	420

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

2021-22	2020-21	2019-20	2018-19	2017-18
567	587	622	622	622

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

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

**Response:** 19.71

## 2.3 Teaching- Learning Process

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

**Response:**

The Institution supports the transformation of knowledge transfer to student-centered, ICT-enabled teaching and learning. Apart from active teacher assistance, students are encouraged to learn independently through self-study and peer interaction, and they are provided with opportunities to learn by doing and participating in activities. This effort resulted in increased retention of knowledge and a positive attitude towards the course.

**Experiential Learning:** Students' engagement in the learning process, in which they learn by doing and reflecting on their experiences, is ensured through:

- laboratory sessions involving hands-on experiments.
- field trips/educational excursions/ visits to historical sites, research labs, industry, and institutions,
- academic/minor projects.
- Internships/industry-academia partnerships/research fellowships.
- organising inter-collegiate/intra-collegiate fests.
- certificate programs offered in collaboration with GOs/NGOs.
- interaction with domain experts during workshops/conferences/seminars/training/invited lecture sessions.
- community camps and a variety of extension/outreach programs.
- participation in community camps, training programs, activities of service organisations, and other functional units.

**Participative Learning:** The Institution believes that when the students are allowed to participate, all will

learn better. In this direction, the Institution integrates participatory learning activities structured for student achievement and empowerment. They are:

- classroom activities such as group discussions, case studies, role-plays, debates, quizzes, seminars, presentations, assignments, poster makings, brainstorming, etc.
- model exhibitions on science, IoT, artifacts, and mathematics.
- students' participation as organisers/resource persons/demonstrators/volunteers in a variety of on-campus and extension programs.
- participation in soft skills development and capacity-building programs, inter-collegiate/intra-collegiate competitions, seminars/conferences/workshops.
- contribution of essays/articles/poetry/drawings to institutional publications such as bulletin boards/manuscripts/blogs/annual magazine.
- participation in institutional and higher-level cultural and sporting events.

**Problem Solving Methodologies:** The institution believes that providing students the opportunity to work on challenges enables them to learn more. It encourages students to learn new things by solving a specific problem to have a comprehensive comprehension of the concept. Development of scientific process abilities in students is ensured through:

- case study analysis/practice solving questions/research-based projects
- development of working/artifact models
- participating in intra/inter-institutional & higher-level competitions, internships, and research fellowships
- in-house projects such as vermicomposting, green and plastic-free campus, and e-waste management.

**Adoption of ICT:** The institution fosters the use of technology in the teaching-learning process by providing ICT-enabled tools and infrastructure to help transmit knowledge more effectively. ICT adoption is ensured through:

- computer systems in all units, smart TVs/LCD projectors in lecture halls, digital equipment in seminar/conference halls, computer laboratories/centers/language lab, and high-speed Internet.
- Google Workspace Education Fundamentals account under the Institutional domain to all faculty, and departments to manage and post course-related information/learning materials/quizzes/assignments/test papers/etc.
- YouTube channels to upload video lectures
- official WhatsApp groups, Facebook/Instagram/Twitter accounts
- sharing of links to educational sites/videos/online resources/learning portals supplementary to the course with students.
- encouragement to teachers to attend training programs/workshops/seminars/conferences related to ICT use, digital techniques, and innovation in teaching-learning.
- add-on/training programs on computers
- automated library with a wide range of e-resources through Infflibnet membership/N-List.
- film screenings of the novels/dramas/short stories by language departments
- local chapter of SWAYAM NPTEL.
- use of ICT across all institutional activities
- application of in-house ERP software and TrackMe App for the complete automation of day-to-day academic administration.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 99.35

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
86	89	94	95	100

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:** 31.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	35	29	26	23

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system



**is time- bound and efficient****Response:**

The Institution maintains rigor and transparency in assessment by evaluating what the students need and what they do in the classroom. The students and their parents are informed about the assessment methodology during the admission process. The Academic Calendar and Action Plans of IQAC/departments specify the tentative schedule of CIE/IAE and term-end examinations. These are made available to all concerned and are also available on the institutional website. The students are informed with internal/external assessment during the Orientation programs - faculty-wide/class-wide. Academic Advisers/Mentors/Course Teachers also orient and constantly update the students about the assessment process. All exam-related information is disseminated to students through notice boards/PAS/WhatsApp groups, and the TrackMe app.

**Internal Examination:** To assess students' performance during curriculum delivery, the Institution conducts two IA examinations as per the regulations of the University. The Examination Committee is overseeing the entire IAE process and ensures that the exams are conducted systematically, transparently, and with the interests of the students in mind. It sets schedules for submitting question papers, valuing papers, distributing valued answer scripts to students, and keeping a record of marks. To ensure transparency, course teachers distribute valued answer scripts to the students in the classroom. Anyone with reservations is encouraged to express them right away, and any issues would be amicably settled then and there. Those who are unsatisfied with the valuation can request a re-evaluation of the answer scripts by submitting the proper form to the HODs. If necessary, HODs assign a second valuer from the same department to evaluate the script. The students are subsequently given a score based on the average of the two evaluations. The revaluation would be finished in 5 working days. Absentees are permitted to appear for special examinations. The special examinations are arranged within 15 days of the completion of the examination process. Other CIE activities take place at the department/course/unit level under the supervision of the HOD/Conveners of functional units. After the formative assessment, the marks are recorded in the IA format. The IA marks of the students are then displayed on the notice boards to ensure transparency in the IA exam/award process.

**External Examination:** Mangalore University conducts end-of-semester university examinations in accordance with its policies. Students apply for examinations at the beginning of the procedure. The university issues out hall tickets well in advance, and any issues with them, such as printing the erroneous name or a delay in distribution, are handled by the concerned case worker. When any complaints regarding the University examination are brought to the Principal's notice in writing, his office compiles the grievances and resolves them by bringing the matter to the attention of the University authorities. The University also provides students with revaluation and re-totaling services.

The Institution maintains a record of attendance, CIE performance, internal assessments, term-end exams, and involvement in CC/EC activities. Students' progress is monitored by their academic advisors/course teachers/mentors. Students' progress is monitored by their academic advisors, course instructors, and mentors. Twice during the academic year, there are parent-teacher-student interactions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

POs/COs help students connect learning in diverse contexts and drive assessment and evaluation. POs/COs not only provide the learner with information about the qualities that he or she should strive for but also help the teacher organize and present the curriculum in an efficient manner.

POs/PSOs/PEOs and COs of courses offered by the University are all made available on the website of University and the same is also made available on the Institution's website for the instant reference of its stakeholders. Staff and students of the Institution are made familiar with the POs/PSOs/PEOs/COs in the following ways:

- Both candidates and parents are briefed about them during admission.
- The Calendar-cum-Handbook of the Institution contains POs/PSOs/PEOs/COs.
- Every course teacher begins lessons by providing a brief overview of the COs.
- Deans of study streams brief first-year students on the POs/PSOs/PEOs at the start of the academic year.
- Departmental ideals, as well as the stated POs/PSOs/PEOs, are displayed on the Notice Boards.
- The program, syllabus, and POs/PSOs/PEOs/COs are conveyed to first-year students in the induction/bridge programs.
- The Institution organizes career counseling lectures and capability enhancement programs to effectively communicate the learning objectives and expected outcomes.

**The levels of attainment of POs and COs are determined by both direct and indirect methods.**

#### Direct assessment methods

- **End Semester University Examination:** The affiliating University conducts examinations on a semester basis, through which the institution measures the attainment level of COs. The consistently high pass percentages of students at the university level demonstrate the effectiveness of teaching-learning processes. Apart from that, the significant number of students who obtain distinction across programs on every examination is solid evidence that the curriculum is well received by students. The substantial number of University Ranks and Gold Medals won by students are the testimony of accomplishment of POs.
- **Institutional Examinations and Tests:** Assignments/surprise tests/class tests, and IA examinations are used to assess and evaluate students throughout the semester at the institutional level.
- **Internships:** Students are encouraged to take up internships/projects/fieldwork, etc. This helps them to obtain the necessary skills and practical experience in their chosen discipline.

- **Student Quality:** Dynamic leadership capabilities of students demonstrated in organizing multiple curricular/extracurricular/cocurricular activities represent the attainment of outcomes. Students' ability to bring prizes to the institute, provides vital insight into the attainment of the learning outcome. Students chosen for prestigious scholarships demonstrate the achievement of learning outcomes.
- **Social responsibility:** Students' involvement and participation in extension/community outreach programs demonstrate social responsibility; moral values are instilled in various courses, demonstrating the achievement of learning goals and outcomes.

#### Indirect assessment methods

- **Feedback Evaluation:** The Institution collects feedback from students/alumni/employers/ parents, which is a key means of monitoring students' achievements to determine attainment levels in terms of POs.
- **Placements:** One of the most important POs of higher education is the employability of students upon successful completion of their degree program.
- **Higher Studies:** Students' progression to higher education in Indian/international universities is another way to measure PO attainment. Higher enrolment rates are a solid measure of the Institute's impressive educational outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 2.6.2 Pass percentage of Students during last five years

**Response:** 87.64

##### 2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	552	630	542	553

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	584	688	650	676

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>  <b>Response: 3.65</b>	
File Description	Document
Upload database of all students on roll	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 56.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	10.63	20	20.73	5.25

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

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

**Response:**

The Institution has created a conducive environment for research and innovation by recruiting and developing appropriate human resources, taking the initiative for knowledge creation and dissemination, and establishing sufficient research infrastructure.

**Ecosystem for innovations:** The Institution has a well-defined and published research policy, and all of the institutional research activities are organised by it. The institution has a "Research Expert Committee (REC)" to facilitate and supervise the research activities. The committee:

- takes necessary steps to improve research infrastructure through extramural sources such as BRNS/VGST, etc., and through intramural funding.
- facilitates and guides faculties in submitting research proposals to funding agencies such as the UGC/BRNS/VGST, and others.
- publishes in-house bi-annual multidisciplinary peer-reviewed research journal - PEARL.
- organizes training activities for the benefit of the researcher such as workshops/training sessions on EZR/Zotero/Latex/Mathematica/Sci-Lab/Matlab/IoT/SPSS for the benefit of researchers.
- facilitates networking and establishing collaborations with academics and industry for undertaking multi-disciplinary/interdisciplinary research.

- provides seed funds for organising research activities at the institutional level.
- invites eminent scholars/scientists/professionals to conduct workshops/seminars/conferences/training sessions.
- encourage and guide departments to engage in collaborative activities with industry/research/academic institutions, as well as to sign LOC/MOU.
- motivates faculty members to pursue research degrees such as Ph.D.

**Initiatives for the creation and transfer of knowledge:** The Institution believes that knowledge has no impact on society unless it could be disseminated. Hence, efforts are made to ensure that every breakthrough in knowledge creation is followed by a breakthrough in knowledge distribution. The "Lab-to-Land" principle adopted by the Institution proved successful in achieving the goal. Notable initiatives in this regard are:

- 4 Research Laboratories – 3 in physics and one in IT aim to cultivate a culture of intellectual exchange in a specific domain, as well as a passion for research among students and faculty.
- Model exhibitions on science/IoT/Mathematics/IT/artifacts, and other knowledge-sharing extension activities encourage students to delve deeper into the information reservoir and identify potential opportunities.
- Students' thirst for knowledge is fostered and encouraged via the Language Lab/Commerce Lab/Botany/Zoology/History/Artifacts/Cultural Museums, and vermicomposting units.
- The true spirit of research and development is fostered by faculty-led major and minor research projects that are funded by outside agencies or by the institution.
- Regular contributions by faculty include journal articles, book chapters, and media articles. They disseminate their knowledge to society at large and to students in particular in this way.
- Training in science writing, radio program presentation, vermicomposting, data analysis, and emerging technologies assist students to achieve success.
- Students' participation in internships/fellowships broadens their academic horizons and gives them in-depth practical experience.
- Teachers take part in STTPs/FDPs/MOOCs offered by Swayam/NPTEL, and other platforms to advance their knowledge.
- Teachers' participation in workshops/symposia/guest lectures/seminars/conferences organised within/outside the Institution fosters knowledge transfer, supporting the progress of young minds and teachers.
- Students take up research-focused projects, while teachers take part in collaborative research initiatives.
- Students undertake research-focused projects and they present their work at conferences.
- Yearly signature events of the Institution stimulate latent innovation among the organisers. This is evident in the choice of distinctive themes chosen each year, as well as the addition of unique events and rounds.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years****Response:** 45**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	4	6	12	7

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1 Number of research papers published per teacher in the Journals on UGC care list during the last five years****Response:** 0.41**3.3.1.1 Number of research papers in the Journals notified on UGC CARE year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	13	10	11	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.19**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

**national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
18	33	48	30	12

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

The motto of the Institution, 'Faith and Service,' emblazoned atop the logo, emphasizes the institution's commitment to holistic education and has always sought to improve the community's well-being via knowledge and transformative actions. Sensitizing the students to social, economic, cultural, and environmental issues and promoting an appropriate value system among them to make students agents of change are the objectives of the extension activities organized by the Institution.

The Institution promotes the "Institute-Neighbourhood-Community" network by partnering with NGOs, GOs, and Service Agencies. In collaboration with partners, the Institution organizes events that help students become more aware of social issues. The orientation activities held at regular intervals encourage students to volunteer in the community and so support community development.

In the last five years, the major extension and outreach programs organized by the institution are

- Street plays and rallies on social evils and environmental issues
- Health and dental camps
- Blood grouping and blood donation camps
- Self-employment training camps
- Cleanliness and sanitation drives
- Gender sensitization, equity, and women empowerment initiatives
- PAN Card and Passport mela
- Annual special camps of the NSS
- Planting saplings in association with Dept of Forests, GoK
- Awareness programs on hygiene, preventing the spread of contagious diseases, promoting religious harmony, legal literacy, and conservation of the environment.
- Shramadhans
- Science model exhibitions at schools
- Water conservation and rainwater harvesting



- Surveys and community camps
- Participation in Govt initiatives such as Anti-Tobacco and Drug Abuse rallies, rallies on voter awareness, Fit-India run, Swachh Campus, Swachh Bharat Swacha Puttur, Digital India Campaigns, and malaria, dengue, and COVID-19 awareness activities.
- Swachhata activities carried out in the community
- Commerce lab and the Vermicomposting unit visits

The Institution considers the community a vital stakeholder and involves it in its activities. Students are sensitized to various community issues by organizing several extension/community reach activities.

- Activities such as planting tree saplings, harvesting rainwater, and cleaning drives help the students understand the need for environmental protection and an uncompromised commitment to nature.
- Awareness programs in the form of rallies, street play, and objective/target-specific camps promote camaraderie and teach them to work in groups.
- Surveys and village stay unfold a new world of juxtaposed opposites entrenched in the rural segment of the society.
- The fieldwork was undertaken by the students, particularly in social work at the UG/PG levels bond the students with the neighborhood.
- The socio-economic study conducted by the students in the village gives them exposure to the factors gnawing away at the vitals of impoverished households, the inadequacies of the redress mechanism, and the possible remedies. Knowledge of the evil practices prompts them to be righteous, and imbibe values of cooperation and understanding.
- Student interaction with people from diverse fields and backgrounds facilitated by the Institution provides an impetus to fostering competency, innovativeness among the students, and an understanding of social, economic, and cultural environmental realities.

It has been observed that the extension activities have enriched the learning experience of the students, and made them sensitive, disciplined, and cooperative. Moreover, cohesive networking of the neighborhood results in good citizenry among the students and their holistic development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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### 3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

#### Response:

The institutional functional units NSS, NCC, Youth Red Cross, Rovers-Rangers, etc. along with social work departments actively participate in a variety of extension and outreach initiatives. The recognition of the Swachhta Campus Ranking - 2019 of MHRD was a testament to the fruitful effects of the off-campus extension initiatives carried out over the years.

**1. Swachh Campus Recognition:** The Ministry of Human Resource Development (MHRD) has identified St. Philomena College, Puttur as one of the Best Performing institutions along with the other 68 HEIs in the nation with Green Smart Campus which is focusing on Cleanliness, Waste Management, Water Conservation as well as Wastewater Management. The efforts have been placed on record by the MHRD in its Handbook of Institutional Achievements in Swachh Campus Ranking 2019 along with other 68 Higher Educational Institutions. This great recognition would boost our decade-long efforts in serving mother Earth, particularly in the efforts of promoting Swachhta in villages. The College has been awarded 4th place in Karnataka. The promotion of Effective Solid and Liquid Waste management on the campus has been well appreciated by the MHRD.

**2. Recognized SES REC Institution:** The Institution has been considered as a Recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. The recognition is incurred based on the constitution of working groups for improving facilities in the campus and the community/adopted villages in the areas of Swachhta.

**3. Best Consumer Club:** The Institution has been honoured by the Government of Karnataka, Food Civil Supplies and Consumer Affairs, Dakshina Kannada district, and the D. K. District Federation of Consumer Organizations(R) for its contribution to civil society through extension awareness initiatives for the past seven years. The Suraksha Consumer Club of the Institution earned this honor between 2014 and 2020 on a regular basis.

**4. NSS:** The NSS units of the Institution have taken a leading part in the extension initiatives in the Puttur region. The accolades the units have garnered from numerous governmental and non-governmental organisations perfectly complement its operations.

**5. NCC:** The NCC unit of the Institution is one of the well-performing units under Karnataka and Goa Directorate. The prolific achievements of the unit are self-evident by the fact that cadets are continuously getting selected for the Republic Day Parade in New Delhi. In addition to this, the active participation and extension activities of the unit are recognised by the Government agencies.

**6. Rovers and Rangers:** The Rovers and Rangers of the institution are exposed to a huge range of activities. They served the society and community on local and national levels. They garnered appreciation from various civic organisations for their selfless service.

**7. Youth Red Cross:** Over the years, the unit's volunteers have engaged in a variety of activities, including organising blood donation camps, participating in voluntary blood drives, educating the public about first aid and fire safety, conducting environmental protection awareness campaigns, hosting Swachhta Rallies, and more.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

**Response:** 262

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
60	24	59	71	48

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.5 Collaboration

**3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:**

**Response:** 32

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

The Institution aims at a higher enrolment rate, especially among the students hailing from economically backward sections. To accommodate a larger number the Institution is committed to enhancing the physical infrastructure and learning resources.

##### *Facilities for Academics*

- There are 28 classrooms in the UG section and 14 in the PG section.
- To promote ICT-based teaching-learning, 11 UG classrooms, 11 PG lecture halls, 3 seminar/conference halls, and an auditorium are equipped with technology-enabled resources. At the designated spots of the Institution, WiFi Internet access is provided.
- To facilitate co-curricular activities and student-centered methods of teaching-learning 1 seminar hall in the UG section and 2 in the PG section are available. They are equipped with a Sound & Mike system, LCD Projector, and WiFi Internet connectivity.
- To help the students acquire a first-hand feel and hands-on experience of the theoretical knowledge, laboratory spaces are provided separately in the UG and PG sections.

*In the UG section, there are* Physics, Chemistry, Botany, Zoology, and Computer Laboratories and *in the PG Section, there are* General, Electronics, Nuclear, and Spectroscopy Laboratories, Condensed Matter Physics, Nuclear and Theoretical Physics research laboratories, Commerce and Computer Laboratories.

- To meet the requirements of Botany students in their practical work there is a Botany Garden that contains 80 species of plants.
- There are 14 subject-specific staff rooms and 1 general staff room in the UG section and 7 in the PG section. All these staff rooms are equipped with Computer, the internet, and a printer.
- Separate Hostels are available on campus for both male and female students. The hostels are completely furnished and well maintained. There are 52 rooms in the hostel for men and 66 rooms in the hostel for women.
- Library in the UG and PG sections with fully-automated services and Internet.
- Availability of laptops, Multimedia Projector, OHP, Slide Projector, and Smart TVs.
- Botany, Zoology, Mathematics and Artifacts and Cultural Museums.
- Telescopes in the Department of Physics.

##### *Facilities for EC/CC*

- Sports facility.
- Athletic ground with 400M track - The 400M grass-running track with 8 lanes is used for an athletic meet, in addition, it is suitable for the sports like Cricket, Football, Hockey, and (Multiple 4x) Kabaddi courts.
- Football, Hockey grounds

- Two Concrete practice Pitch with nets
- Kho-Kho, Volleyball, Basketball, Throw Ball, all Badminton Courts
- Weight Lifting Training Center
- Indoor games facility – Carrom, Table Tennis, Chess
- Gymnasium equipped with multi-gym - 12 station (600 SF)
- Store rooms, boys changing and girls changing rooms
- Yoga Center: the Institute has a functioning Aerobic & Yoga Center. The Auditorium is used to conduct Zumba, Aerobics, and Yoga activities.
- Facilities for cultural activity
- Auditorium – ‘SJM Hall’ with 1500 seating capacity.
- Open-air stage – 2500 seating capacity.
- Two mini-auditoriums for cultural and musical presentations
- Yaksha Kala Kendra – Center for Studies in Indian Classical and Folk Art
- Musical Instruments
- Separate office rooms for NCC, NSS, and Rovers & Rangers
- Women Recreation Centre
- Indoor games facility at Women Recreation Centre
- Band Sets
- Audio-Visual Room
- Health Centre.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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#### 4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

**Response:** 4.42

##### 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4.44	16.16	12.39	3.26	10.41

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

#### Response:

The institution has a good library that satisfies the needs of the faculty, students, and staff by providing essential learning resources at the right time. A Central Library, PG Library, and 20 Departmental Libraries make up the College Library, which support the Institution's teaching, learning, research, and extension initiatives. The central library which was established in 1958 covers an area of 858.42 square meters. It is located on the first floor of the Life Sciences/Library Block and has separate sections for magazines, reading, journal/back issues, utility, weed-out books, and references. In 2011, a separate PG library was established to meet the needs of the PG section. DDC 21 is used to classify the books.

**Library Automation:** Library operations are fully automated using web-based LMS "e-lib iNext" of AarGees Business Solutions Hubli. This is a multi-user and multi-lingual software which supports practically all of the requirements for the College library. The Web OPAC facility gives remote access to the library and supports searching for books, journals, non-book materials, and transactions. It also has a unique feature called 'Movement Register' which allows staff and students to check in/out of the library using virtual/digital ledgers. To monitor the library users' check-in/check-out, Orbit Scanners are installed at library entrances. Barcode Printer/laser Scanner TSC TTP-244 Pro and Zebra TLP 2844 are used in Central and PG Library respectively.

**Library Collections:** The library collection includes textbooks, general books, reference books, literature and value education books, periodicals, bound volumes of journals, newspapers, and educational CD/DVD's. The Central Library has a collection of 45963 Books; 682 Back Volumes of Periodicals and 162 Educational CD/DVDs. The library subscribes to 18 magazines; 11 competitive and general knowledge magazines; 11 subject journals; 20 peer-reviewed journals and 14 Newspapers. The PG library has a collection of 10660 books, 245 back volumes of periodicals; 471 project reports, and subscriptions to 15 journals, 8 magazines, and 5 newspapers. The departmental libraries have 3000+ books.

The Library Advisory Committee meets at the beginning of every academic year to finalize the department-wise budget allocation. The HODs are then instructed to prepare title requests in keeping with the budgetary allotment.

The Institution subscribes to INFLIBNET N-LIST, a College component of e-Shodh Sindhu consortium with access to 6,000+ journals, 1,99,500+ eBooks under N-LIST, and 6,00,000 eBooks through NDL. The Institution's website has information about the library. Links to a number of useful educational sites are given on the College website.

**Library Usage:** Number of teachers and students using the library per day over the last 3 months:

318/Day.

#### Library Activities:

- Newly added books are displayed for two weeks on the 'New Arrivals' stand
- Orientation is provided at the beginning of every year for freshers
- Celebration of 'National Librarians' Day and 'National Library Week'
- Free Internet and download facility
- Reprographic facility in the PG library
- Organization of Book Exhibitions
- Annual Best Library User Award.
- Additional Books for advanced learners.
- Feedback collection for better library services.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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## 4.3 IT Infrastructure

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

#### Response:

The Institution has adequate and latest IT infrastructure. The IT infrastructure and resources are added, updated, and upgraded frequently as per the requirements and changing technology.

#### Available IT Facilities

- The administrative office is equipped with ERP software for the overall administration of academic and administrative activities,
- Staff and students can access a dedicated Android App 'TrackMe' where teachers can provide student information on attendance, IA exam marks, announcements, and so on, and students can view such information.
- Staff and students can connect to the Wi-Fi Internet in designated areas on campus, such as the classrooms, laboratories, corridors, offices, library, seminar halls, and staff rooms.
- 4 classrooms have Smart TVs, while 22 have LCD Projectors. 4 conference rooms with LCD projectors, sound systems, and WiFi Internet access
- 12 laptops are available for use in ICT-enabled classes.
- Desktop computers, printers, and LAN connections are available in 20 staff rooms.
- 12 desktop computers, 4 printers, a Reprographic unit, WiFi and LAN connections, and UPS systems are available at the college office.
- 8 computer systems are available in the library for staff use and 12 multimedia desktop systems are

available for students to use. The WiFi and LAN networks are both active. The library features a dedicated BSNL FTTH Internet connection with a speed of 100Mbps over a 24-port switch.

- In the UG Computer Science, PG Computer Science, UG Mathematics, Language Lab, and PG Physics laboratories, WiFi/LAN connected computer systems with printers, UPS backup, and required software are available.
- To ensure the security and safety of students and staff, the Institution has deployed an IP Camera-based CCTV network. 40 cameras are placed at the vantage points of the campus.
- For the benefit of staff and students, the Institution has subscribed to Google workstation Education Fundamentals. Every staff and department is given a G-Workstation account.
- The Auditorium is equipped with an LCD projector, WiFi Internet, a UPS system, and digital sound.
- A computer system, WiFi, and multi-function laser printer are provided in the IQAC Room.
- Both the Hostel for men and women have WiFi internet access, an auditorium with an LCD projector, and computer systems for administrative functions.
- The Institution is subscribed for 5 BSNL FTTH Internet connections each with a speed of 100Mbps.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
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#### 4.3.2 Student – Computer ratio (Data for the latest completed academic year)

**Response:** 8.06

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

**Response:** 203

File Description	Document
Upload supporting document	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>
3	<a href="#">View Document</a>
4	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure



**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)****Response:** 22.36**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
95.25	41.25	36.25	12.25	51.25

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 31.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
465	950	493	491	409

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 72.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1582	1207	1609	857	1229

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 29.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	235	238	155	141

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	584	688	650	676

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 25.51

#### 5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	08	04	03	05

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	38	19	10	06

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response:** 261

#### 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*

2021-22	2020-21	2019-20	2018-19	2017-18
98	25	78	28	32

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 66

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	14	115	81	69

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## **5.4 Alumni Engagement**

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

**Response:**

The Alumni Association - St Philomena College was formed on September 26, 1980, to establish long-term relationships between the Institute and its graduates. The association has been instrumental in the Institution's progress and accomplishments. The Executive Committee of the Association meets six times a year to conduct business on behalf of the Association while the Annual General Body meeting occurs annually. It was operating systematically, but as an unregistered organization until recently. Keeping in mind the emotional links that bind alumni to their alma mater and to put its functioning in more formal

terms, it was recently registered under the Societies Act as "AASPC" with Reg No. DRDK/SOR/159/2022-2023. This effort undoubtedly raises the enthusiasm of the Association and provides a new outlook for its functioning. It is worth mentioning that many of the alumni of the Institution have achieved national and international success in their chosen fields.

**The Alumni contribute in the following ways:**

- When the need arises, the Association assists the Institution by providing human resources, financial backing, technological solutions, physical infrastructure, and administrative support.
- The President of the Alumni Association and the Industry representative member who is also an alumnus, represent the Advisory Members of IQAC.
- Contribution in the capacities of Members of the Governing Council, heads of departments, faculty, and administrative staff at the Institution.
- Alumni participate as Chief Guests/Guests of Honor at the Institution's different events. Their presentations, motivational speeches, and interactions with students highlight their accomplishments while inspiring current students.
- Alumni who have made a name for themselves in many fields are invited to interact with students as resource persons for seminars, conferences, workshops, guest lectures, motivational talks, and other events where they share their expertise.
- Alumni have also established several Prizes/Endowments/Scholarships for the benefit of the meritorious students of the Institution.
- Alumni provide unresolved service to the Institution by developing industry linkages, offering exposure, and internship opportunities, and assisting with career advising and placement services.
- As important stakeholders, alumni provide valuable feedback on the curriculum and other issues whenever requested.
- The generosity of the Association and its members is evident from their voluntary participation and financial contributions to NSS camps and College activities.
- Several sportsmen who have made a reputation for themselves in national and international sports come to the Institution to coach the present sports students.
- On the occasion of Annual Alumni Day, they express their unwavering commitment to the institution by honoring students and staff for their outstanding achievements.
- The Association participates as one of the key contributors to the institution's flagship cultural and sporting events every year.
- A few Alumni have started businesses in different sectors, and many of them are first-generation entrepreneurs. During their academic span at the Institute, they decided to pursue a career as entrepreneurs. They learned a wide range of skills and knowledge during their stint as entrepreneurs. They share their success stories and challenges with the students. Some of them even recruit graduating students of their alma mater.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

The Mission statement of the Institution overtly examines the social and economic setup of the society focusing on issues such as equality, access, justice, and entitlement. Education for all and the needy is the premise on which the institution has been functioning. Access to education for young men and women has been and is being provided to minimize the social and class divide which is the need of the hour. The weightage given to the holistic development of the students finds expression in the outstanding outcome attained over the years. The curriculum has been enriched through value-added programs to enhance language, technical and life skills thereby promoting global competencies among the students. The student admission policy has inclusiveness as its core objective. Mentoring, counseling, freeships, and scholarships are the parts of the mechanism to realize the stated objectives.

**Participative Management**

The Institution promotes the culture of participative management. The top management is CBE, Mangalore. There is a Local Managing Committee that plays a significant role in the day-to-day functioning of the Institution. The routine administration is in the hands of the Principal who functions with a fair deal of autonomy. The Management adopts the policy of devolution of power and responsibility among the staff. They play a subsidiary role with the freedom to act independently towards the attainment of the stated objectives of the Institution. They are also involved in the decision-making process of the Management thereby imparting credibility to participative management.

**Decentralization**

The **Managing Committee** is the apex decision-making body which involves in planning and executing the policies relating to the academic and non-academic matters of the Institution. It makes the required budgetary allocation and financial management.

The **Principal** is charged with the administration of the routine activities and the human resources. He is involved in academic planning, implementation of the plan, efficient delivery of curriculum, campus discipline, evaluation process, and student performance. He delegates powers to other officials such as VP, Deans, HODs, Coordinators, and Conveners of Units to ensure smooth and systematized governance.

The **Academic Council** makes recommendations to offer new programs, and value-added/enrichment courses, prepare the academic calendar and determines the evaluation mechanism.

The **Vice Principal** assists the Principal in the general administration, student discipline, examinations, and maintaining quality at different levels.

The **IQAC** looks after the quality perspective of the institutional functioning. It meets often to review the

activities to ascertain whether the activities align with the benchmarks.

The **administrative office** stands by the Principal in implementing the policy of the Management and the smooth functioning of the Institution.

The **HODs** plan, coordinate, and monitor the departmental activities. They ensure that the teaching, learning, and evaluation processes meet the required standards.

The **teachers** assume the role of guides/mentors to support the activities of the students. They also serve as Class Advisors and conveners/directors of different committees

The **Librarian** provides the leadership in providing Library services.

The **Physical Director** coordinates the sports & games activities.

Various **Councils/Committees/ Cells** are operational and their Conveners/Coordinators are empowered with the freedom to manage their business.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

### Response:

The Institution is governed by a three-tiered governance system. The Governing Council-Catholic Board of Education is at the top layer of the management hierarchy and is responsible for formulating policies and making strategic decisions for the group of Institutions. A Local Management Committee, headed by the Correspondent and other members, is involved in the Institution's strategic and tactical planning at the intermediate level. The Principal is the administrative head of the institution who is in charge of expressing the mission to achieve the vision of the Institution and managing day-to-day operations.

The Managing Committee is the policy-making body with powers to formulate policies related to admission, academic program, staff recruitment, and infrastructure development. It meets often to review and evaluate the academic progress, administrative process, and activities of the Institution. The committee makes budgetary allocations and ensures transparency in financial transactions. The Principal convenes the meetings of the members of the Academic Council and the IQAC to formulate an action plan relating to curricular/co-curricular/extra-curricular activities at the Institutional level. The HODs involve the other members of the departments to formulate the action plans of the subject departments. The Conveners of



various functional units prepare their action plans and submit them to the IQAC. The action plans prepared at different levels are integrated into the institutional strategic plan by the Academic Council chaired by the Principal after obtaining the necessary approval from the Management.

The IQAC makes every effort to fulfill the expectations of the Management through a collaborative and cooperative approach. IQAC plays a critical role in the development of a quality system and to improve the academic and administrative performance of the Institution.

The Principal, Vice-Principal, Superintendent of the Administrative Office, and support staff make up the administrative structure of the Institution. ERP Software, a product of AarGees Business Solutions, is used to manage administrative and office management operations. All academic and examination-related processing is automated using the affiliating University's MuLinx Online Solution and the UUCMS portal of the Govt of Karnataka. A biometric reader is used to track staff attendance. TrackMe, an in-house Android app, is used to manage student-teacher business such as attendance, mark entry, etc.

The Institution follows the norms set forth by the UGC, the GoK, MU, and the CBE for service conditions and rules.

The Principal, Vice Principal, Deans, HODs, and Faculty make up the academic administration of the Institution. Associate Professors, Assistant Professors, Librarians, and Physical Director make up the faculty. The office administration team consists of the office superintendent, SDAs, and support staff.

The Governing Council of the Institution has prepared a Perspective Plan for five years commencing in the academic year 2016-17 and ending in the academic year 2020-2021, taking into account the quality indicators of seven NAAC-defined Criterion. The input of all stakeholders, their expectations, management policies, and the Institution's goals and objectives serve as the foundation for the development of the perspective plan.

The perspective plan is posted on the website and is implemented promptly. During the last five years, the College has implemented more than 95 percent of the approved prospective plan.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

***Welfare Measures***

The Institution implemented excellent welfare measures for its staff. These measures motivate and encourage employees to enhance their performance, resulting in positive contributions to the institution's progress. The staff of the institution take pride in their work and feel privileged to be a part of it, with great regard for the management. The long-standing association with the Institution and continued relationship with it by the staff stands as a testament to this.

**Welfare measures in place for teaching and non-teaching staff:**

- There are several types of leaves available, such as CL/EL/SCL/ML/OOD/RH, and so on.
- Permission to leave campus for emergencies or departmental work.
- Benefits of PF/Gratuity/ESI as per Government regulations.
- Annual increments and incentive increments for teaching staff who qualify with NET/SLET/M.Phil/Ph.D.
- Financial assistance in the form of TA and reimbursement of registration fees for participation in seminars/conferences/workshops.
- Staff enrichment and empowerment through in-house professional development and administrative training programs.
- Privilege to use institutional facilities for professional and personal development, such as computers/printers/reprographics/internet/multigyms, and College grounds.
- Independent/shared staff rooms, together with other basic facilities
- Common staff room with adequate restrooms, drinking water, WiFi Internet, sofas, and a TV.
- Spacious parking lot guarded by full-time security personnel and CCTV surveillance.
- Food at subsidized rates in canteen and hostels
- The separate reading room at the library
- Assistance in obtaining higher/additional degrees.
- Health-care benefits through Fr Patrao Hospital

- Appreciation/recognition of staff who have achieved distinctions/awards.
- Allowances for participation in official work/duties.
- "Zero Tolerance Policy" and CCTV surveillance to ensure the safety and security of staff
- Opportunity to earn supplement income by participating in university examinations.
- Residential facility for the staff.
- Staff Mutual Benefit Fund to provide loan facilities to the needy.
- Paid maternity leave.
- The children of the employees are provided with course fee concession.

### ***Appraisal System***

The success of an institution depends on the quality of its staff. The institution, therefore, has in place an effective mechanism of a performance appraisal system for both teaching and non-teaching staff. For the smooth conduct of a string of multiple activities, various committees/associations/cells are formed. Senior members of the staff are in charge of the units as Directors/Conveners, who submit an appraisal of the activities organized under their guidance to the HOI. Thus, a clear picture of the activities, their effectiveness, and their usefulness emerge at the macro level when the appraisal of all the activities is consolidated. The HODs make the appraisal of the activities of their respective subject departments, a detailed account of which is submitted to the HOI. Moreover, self-appraisal forms are supplied to the individual teachers and the members of non-teaching staff to obtain information about several aspects of their individual roles which are furnished to the HoI. Student feedback on the teachers and the non-teaching staff is obtained on annual basis. Thus, the HOI has on his hand all the details of the activities and the individuals of the institution which are reviewed at the Local Managing Committee meetings. In a way, the appraisal is the SWOT analysis based on which a new policy perspective emerges.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 34.06

#### **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**

2021-22	2020-21	2019-20	2018-19	2017-18
37	17	42	25	36

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 27.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	13	28	28	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	28	30	31	31

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The Institution has made it a policy to employ the available financial sources optimally. The Local Management Committee monitors the mobilization and utilization of financial resources. Budgeting is an essential part of institutional financial management which is aimed at plugging the pilferage of funds. As per the data obtained from the departments and the various units of the institution concerning the financial

and physical requirements a budget is prepared every year. Expenditure is limited to the confines of the budgetary allocation. The HOI monitors the financial activities on regular basis. A detailed account of the income and expenditure is presented to the Committee which approves the head of expenditure with a stamp of approval from the Correspondent, the Head of the Local Managing Committee. All the accounts are subject to internal and external audits.

### ***Resource Mobilisation***

The major sources of institutional receipts/funding

- The Program Fees collected from students are the primary source of income
- Salary Grant from Govt of Karnataka
- Grants from Institutions like UGC, VGST, etc
- Contributions from the alumni, parents, and philanthropists
- Certificate Programs, Seminars, and Workshops generate revenue through registration fees and sponsorship.
- The Institution rents out its auditorium for private functions, and playgrounds for private tournaments, on Sundays and holidays, which generates a significant amount of revenue for the institution.
- The canteen, Union Bank of India, and Book Stall are among the tenants of the institution's buildings. They provide the institution with a consistent source of income.
- Nominal revenue is also mobilized through the issuance of Transfer and Conduct Certificates, the crediting of bank interest, in-house reprographic services, and the selling of obsolete scrap materials, among other means. The library's general fines and overdue fines also contribute to its revenue.
- The establishment fee collected from inmates of hostels for men and women is a key source of money for hostels.

### ***Optimal utilization***

The Management of the Institution conducts a SWOC analysis with the help of IQAC which brings to the fore issues demanding prioritized attention. These issues are addressed by preparing a short-term plan along the lines of an annual plan. The available financial resources in an academic year are allocated to add physical infrastructure such as classrooms. Provision is also made in the budget for buying new equipment for the laboratories, technical gadgets, teaching aids, library resources, and sports materials. A certain portion of the budget is also reserved for ensuring a continuous supply of power. To ensure the optimal utilization of the allocation of funds there is a committee called the Purchase Committee which takes care of the procurement of all the materials. Moreover, the accounts are inspected by professional auditors.

### **Internal and External audit:**

- The accounts are audited every year. M/S Gonsalves & Nayak, Reg. No. 8003, Kodialbail,

Mangaluru, Karnataka 575003 is the official auditor of St Philomena College.

- The external auditing by the Department of Collegiate Education.
- Reports and proper books of accounts have been kept at the office
- The last external audit was done on 22/12/2021 and external on 01/08/2018.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

### Response:

The Quality Assurance Framework of the institution has been developed to assure academic standards and enhance the quality of education. It underlines the institution's commitment to excellence and improvement. The core of the framework is a systematic approach to reach well-defined academic standards, help the students to reach the standards, and the manner by which the institution delivers on the commitments.

For operationalizing the framework

- The participation of stakeholders is ensured
- Systematic feedback for improvement is collected, analyzed, and used
- Quality benchmarking standards are referred
- Academic and professional experts are consulted for decision making
- Views of students are sought on specific development

The Institution's internal quality assurance mechanisms are aligned with the requirements of the regulatory authority - Mangalore University. The institution complies with the University's stipulations concerning the academic calendar, curriculum, teacher quality, student admission norms, working days, student attendance, internal assessment mechanism, physical infrastructure, learning resources, student support, etc.

Guidelines have been laid down on the teaching-learning process. Subject teachers maintain student attendance registers, teacher diaries, teaching plans, and other relevant records. The HoDs inspect the documents on a day-to-day basis. The IQAC is charged with the responsibility of reviewing the process and hence it inspects the document, interacts with the subject teachers, and takes stock of the situation.

Shortcomings/problems in the teaching-learning process are discussed with the HoI and measures are initiated for redemption. The IQAC has evolved a method of interaction and review to realize quality enhancement and sustenance. Quality enhancement exercises such as technology-backed teaching-learning, training for teacher development, enrichment courses and job-oriented programs, innovativeness, and enriched learning experience for the students are the areas of focus.

### ***Institutionalizing the quality assurance strategies and processes - Examples***

1. **Swachatha Initiative:** The cleanliness and greenness of the campus have been given top emphasis by management.
2. **Sadbhavana Initiative:** The Institution is a melting pot of cultures. As a result, IQAC has taken steps to instill Sadbhavana in students from all walks of life, regardless of religion, caste, or culture.
3. **Development of Research Culture & Skills:** The research has been accorded a lot of weight by the management. The College maintains a Research Center which facilitates a large number of teachers involved in research.
4. **Add-on/Certificate courses:** To add value to the curriculum and broaden students' skill set a good number of add-on/certificate programs are offered. The institution ensures that each student gains life skills and knowledge outside the curriculum through them.
5. **Student-centric teaching-learning:** The institution made a conscious effort to institutionalize the student-centric teaching approach. Experimental learning, participative learning, and problem-solving methodologies are used for enhancing learning experiences.
6. **Technology-assisted teaching-learning:** The institution facilitates technology-assisted teaching-learning, by specifying digital applications in teaching-learning strategies; promoting experiential learning with technology; reconfiguring campus spaces to enhance connectivity, and supporting a range of social learning activities.
7. **Teaching and learning strategies based on outcomes:** The emphasis of the institution's teaching-learning activities is on what the learner is expected to accomplish as opposed to what the teacher wishes to teach. In this respect, teaching approaches, learning activities, and evaluation techniques are constructively linked to the intended learning outcomes of the course/program.

File Description	Document
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### **6.5.2 Quality assurance initiatives of the institution include:**

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

**such as NAAC, NBA, ISO Certification etc**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

##### Promotion of gender equity

The Institution ensures fairness and justice in the distribution of benefits and responsibilities between women and men. It has a strong ethical work culture that values diversity and inclusion. Individuals of all genders, races, castes, colors, creeds, languages, religions, political or other beliefs, national or social origin, property, birth, or other position are given equal opportunity. Equity leads to equality. To guarantee that, strategies and measures to compensate for historical and societal disadvantages of women that hinder women and men from competing on level playing fields are in place. Because of the distinctive work culture, healthy traditions, and ethical standards, there are currently 48% female students and 44% female staff. Safety, security, and well-being, as well as gender equity and a positive work environment, are the Institution's top priorities.

##### *Measures initiated by the Institution for the promotion of gender equity are:*

- Providing equal opportunities for men and women in the hiring process,
- Providing equal opportunity for women in positions of leadership, such as HoDs, Class Advisers, and Functional Unit Conveners
- Female students are given fairness in leadership roles in areas such as the Students Council, Functional Units, Class Representatives, and other organizational bodies of activities.
- Female students are treated equally to their male counterparts when they are chosen to represent the institution in various levels of competitions, training programs, and engagements.
- The curriculum component of a number of courses includes gender equity and sensitization topics
- Hostel accommodations for female students are adequate and secure.
- Female students enjoy equal access to all academic, sports, and cultural facilities at the campus.

The Institution conducts an annual gender audit to determine that all inhabitants of the campus, men and women, have equal opportunities to learn and progress.

##### **Initiatives to celebrate national and international commemorative days, events, and festivals**

The Institution strives to teach moral principles and ethical standards to young people in order to mold their character and prepare them to be responsible citizens of a progressive nation. Conscious of its responsibility in instilling a sense of patriotism, national unity, and communal harmony, the Institution conducts meaningful celebrations on national and international days, as well as actively commemorates events and festivals. By doing so, the Institution promotes tolerance, communal peace, and inclusivity among students and staff. Following days of national and international significance are meaningfully

observed in the Institution.

- National Youth Day
- National Voters' Day
- Republic Day
- International Mathrabhasha Diwas
- NCC DAY
- National Science Day
- International Women's Day
- National Consumer's Day
- Birth Anniversary of Dr B R Ambedkar
- World Environment Day
- International Yoga Day
- Kargil Vijay Diwas
- Philomena Feast- Patron of the Institution
- National Library Day
- Independence Day
- Sadbhavana Diwas
- World Sanskrit Day
- Quit India Movement Celebration
- National Sport's DAY
- Teacher's Day
- Hindi Diwas
- NSS Day
- National Blood Donor Day
- Gandhi Jayanthi
- Rashtriya Ekta Diwas / National Unity Day
- Karnataka Rajyotsava
- Diwali Celebration (Boys Hostel)
- Diwali Celebration (Girls Hostel)
- National Press Day
- Constitution Day
- Institution's Founder's Day
- National Mathematics Day
- Christmas Eve Celebration
- World Population Day

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste

3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:**

The institution is committed to its objective of providing high-quality education to deserving candidates at an affordable cost, while also embracing cultural/regional/linguistic diversity and fostering harmony among students from various states who speak different languages and arise from a wide variety of cultural backgrounds. It strives to promote among the students, virtues such as faithfulness, cooperation & unity and sensitize them about social ailments and environmental issues

***Institutional efforts/initiatives in providing an inclusive environment***

The student admission policy has inclusiveness as its core objective. All deserving eligible candidates, regardless of caste/creed/religion/gender/economic state, are admitted. Opportunities are provided to students of various categories, according to statutory regulations. Wheelchairs/ramps/classroom shifts are all available to accommodate divyangjan candidates.

Tutorial classes/orientation sessions/motivational discourses help the students inculcate essential life skills that promote social harmony/religious tolerance/individual well-being.

Statutory Cells/Committees work to protect the campus population by promoting tolerance and harmony

and eliminating vulnerability. These units are well-balanced with participation from each category.

The Institution celebrates the birthdays of prominent people, national festivals, and commemorative days in order to foster an inclusive environment by bringing students and teachers from various backgrounds together on a single platform.

Cultural and Linguistic units organize a variety of activities to educate staff and students about linguistic diversity. The Annual Magazine of the Institution and Wallboard Magazines serve as a platform for students to publish their work in a variety of national and regional languages. Furthermore, there are no restrictions on staff and students using their regional languages on campus for communication purposes. Linguistic harmony is promoted this way.

Village visits/field visits/community camps, and other outreach programs aimed at promoting communal/socio-economic harmony. Staff and student engagement in blood donation camps is a testament to campus individuals' commitment to a social cause.

The Institution has a separate code of ethics for students, teachers, and other staff, which must be adhered to by all members of the Institution, regardless of their cultural/geographical/linguistic/communal/socioeconomic, or other differences.

### ***Sensitization of students and employees to the constitutional obligations***

The values, rights, duties, and responsibilities of citizens are covered in-depth in a few compulsory courses for students in Semesters I through IV.

Uniforms have been made mandatory to create a sense of equality among the students. The national anthem, which reflects a nation's tradition, history, and beliefs, is played at the conclusion of each institutional activity. To encourage national integration, the state anthem is played in the mornings of the first and last working days of the week.

The Institution promotes community and national development by ensuring student participation in extension and outreach activities centered on community development and environmental issues through the participation of members of NSS/NCC/ Rovers & Rangers/Social Work departments.

Awareness programs and rallies on drug and substance addiction, the COVID-19 pandemic, health and wellness, fitness, environmental protection, and government initiatives, to name a few, are organised so that campus individuals are aware of their duties and responsibilities in nation-building.

On commemoration days, the institution organizes events to educate students and staff about constitutional duties in addition to civil rights, duties, and responsibilities.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Practice: 1

#### Title of the Practice: Democracy in Practice

#### Objectives of the Practice

The establishment of the Student Council has a significant impact on the student population. Student Council offers a democratic setting for students to discuss issues that matter to them and carry out projects that will benefit the Institution and the larger community. Students can speak up and contribute to their Institutions. It is crucial to give them the chance to voice their opinions on matters that concern them in the Institution. Their input and encouragement to participate actively in advancing the Institution's goals and objectives are equally crucial. Hence, the Institution is promoting the practice of establishing a structured Students Council.

#### The Context

India, as the world's largest democracy, is assuming the position of the global leader through citizen participation in its nation-building activities. The nation is ensuring democratic functioning with participatory leadership, as envisioned by its founding fathers. True to the nation's spirit, the institution ensures a level playing field in the development of democratic ideas and values in students at the institutional level through its distinctive Students Council. It supports communication between students, teachers, and institutional administrative authorities. Additionally, it aids in raising funds for institution-wide initiatives including social gatherings, community improvement projects, charity donations, and educational reform.

#### The Practice

To groom leadership at the student level there is a Students Council formed every year. It is formed every year with elected representatives of the students. It comprises the President, the Secretary, the Joint Secretary (reserved for women students), Class Representatives, Representatives from NCC, Sports, and Culture. The Council election is conducted in the most democratic manner possible, just like all other general elections in India. Under the supervision of the class adviser, class representatives are elected or selected. The relevant in-charges, where applicable, choose additional representatives.

#### Evidence of Success

A democratically elected and operating students' council established in the Institution enlaced a success story in terms of the overall development of the students in particular and the growth of the Institution in general. Through the Council, students' participation in all institutional activities is assured, leadership traits of students are developed, institutional transparency in its activities is ensured, skill sets of students are developed, fairness in students' conduct is upheld, and the delegation of responsibility & authority is visible, students welfare is amplified, all forms of discrimination are excluded, an inclusive environment is

assured, tolerance and harmony among campus population are guaranteed, and duties, responsibilities, and ideals of citizenship promoted.

### **Problems Encountered and Resources Required**

While implementing this practice, the Institution did not run into any serious challenges or resource shortages.

### **Practice: 2**

#### **Title of the Practice: Write and Publish**

#### **Objectives of the Practice**

Literary programs are devoted to discovering students' potential as effective writers and are capable of developing their cutting-edge skills. It attempts to improve the literary abilities of students as well as their logical thinking, sense of interest, and capability to talk with confidence. Additionally, it provides an opportunity to develop their literary abilities and learn to enjoy various genres of literature.

#### **The Context**

Student publications like literary magazines provide additional learning opportunities for students to practice and engage in their writing craft as an extracurricular activity. Students take the rigorous writing instructions from the classroom curriculum, practice, and invest their effort and time into sharpening their writing skills and intermixing the creative process with the writing process. There is a sense of ownership and pride in the writing process because when they submit to magazines or bulletin boards, they are more conscious of the fact that people will read their work.

#### **The Practice**

The goals of the Institution are indeed the holistic development of the students. In order to achieve this, the institution is doing everything possible to ensure the overall growth and progress of students. Whether it be in the academic, sporting, artistic, or literary spheres, the Institution places the highest focus and concern on the development of its students.

The Institution provides students with ample possibilities to contribute literary works to institutional publications such as bulletin boards, manuscripts, blogs, and the yearly magazine. Students are motivated by the Course Teachers, Class Advisors, Directors of the Students' Council, and the Principal to involve themselves in literary activities like writing essays, articles, poems, short stories, reports, drawings, and research articles. The literary works of the students are published in the Institutional publication after

editing and reviewing by the staff in charge. Training sessions, guest lectures, workshops, etc. are organized wherein experts impart training to the budding student writers.

### Evidence of Success

Numerous student works that have appeared on subject bulletin boards, institutional publication boards, annual magazines, and blogs testify to the involvement of students in the writing, editing, designing, and publishing processes. Students can be writers in every sense of the word, and it is important to use student publications as a way of assisting student authors in realizing this for themselves, as well as their place on the publishing spectrum and the wide range of readers they can reach through Institution, community, and online venues. Student publications undoubtedly aid writers and editors, who are also students in their writing and creative processes. This can only strengthen the already rigorous academic writing instruction in a curriculum and better prepare students for life and work after their education.

### Problems Encountered and Resources Required

The Institution did not encounter any significant difficulties or resource shortages when putting this practice into action.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

**Children must inculcate a scientific temper for pursuing knowledge to contribute toward making India one of the most developed countries in the world** - APJ Abdul Kalam, Former President of India

A person with a scientific temperament lives by the principles of observing, testing, inquiry, and critical thinking to accept the facts and figures and reach meaningful conclusions. The mission of the Institution for the Scientific Temper is emphasized in the vision statement, which reads, "be a top institution of higher education always in service to the welfare of the Society". Students learn scientific attitudes, critical thinking skills, an awareness of nature, and a sense of unity for societal harmony through the distinctive initiatives of the Institution. The majority of the institution's actions are somewhat related to these ideals.

## 1. Lab-to-Land Initiative:

The institution's goal is to make science accessible to everyone, including students and the general public. One such effort is astronomy-related activities.

a) A subject that piques curiosity and inspires fantasy is astronomy. The frontier of scientific understanding of the cosmos is rapidly growing. To prevent ignorance and superstition, the different celestial occurrences that are intertwined with daily life need to have a scientific explanation.

Under the auspices of the St. Philomena Amateur Astronomical Club (SPAAC), the Institution is sponsoring events about astronomy.

- ***Sky Watch Program:*** With innumerable stars in a distinct pattern, the cloudless, starry night sky is a sight to behold. SPAAC regularly organizes the Skywatch program using a 6" aperture reflecting astronomical telescope. Such programmes have witnessed tremendous response from Students and the General public. Every skywatch session begins with an expert talk about astronomy and the cosmos. The tremendous turnout of students and members of the general public at these events is evidence of the emergence and sparking of interest in the field.
- ***Observing the Celestial Events:*** The appearance of comets, sunspots, meteor showers, solar and lunar eclipses, planetary occultation, and many other astronomical events are interesting to watch and study. Activities with this aim have been carried out by SPAAC in collaboration with other amateur astronomy clubs in the area and the Pilikula Regional Science Center, Mangalore. For instance, an Annular Solar Eclipse took place on December 26, 2019. The telescope and the proper filters were put up to view the occurrence. Huge groups of children, students, teachers, and members of the general public flocked to watch the memorable celestial spectacle and learn scientific facts about natural processes.
- Members of SPAAC are reaching out to the School and College to give expert lectures and engage in conversation with students to promote scientific principles and critical thinking. The College's emphasis on spreading science is also demonstrated by the regular astronomy-related workshops and seminars that are held there.

b) Science exhibitions with working and artifact models at schools and gram panchayaths from the Science departments with the involvement of teachers and students and full financial support from the Institution itself is another example of the Institution's commitment to educating future generations and the general public about science.

**2. Biodiversity Education Initiative:** The Biodiversity Education Initiative is an innovative partnership involving facilities, teachers, and students. Through student projects, research, and leadership opportunities, the initiative demonstrates the Institution's commitment to boosting campus biodiversity. Students who take part in the program have the chance to participate in activities that use the campus as a living laboratory to locally address the worldwide issue of accelerating biodiversity loss. The Institution consciously makes an effort to induce awareness about nature among the students.

Building capacity among the campus population and the surrounding community is one of the core goals of the Institution. The Institute works to give campus and local populations the tools and training they need to safeguard their local fauna and flora through each of the conservation work programs. The Institute hopes to foster pride in these communities' abundant biodiversity and promote long-term, sustainable preservation of their local environment for future generations.



- Programs like the plastic-free campus, green initiatives, street plays, guest lectures, rallies, and community orientation are being organized.
- Vermicomposting unit
- Joining the students in the construction of the Check dams and other civic-minded projects.
- The campus's lush greenery demonstrates the nature awareness project, which has a variety of flora and fauna present. The Natural Science Department of the College has made an effort to identify the flora and fauna on campus. Here, it is important to mention the museums in the Botany and Zoology Departments.

### **Botany Museum :**

Botany Museum came into existence in 1967 with a vision to provide awareness of the region's flora to students and the general public. The Museum has a rich collection of more than five hundred specimens from tropical evergreen forests of western Ghats, semi-evergreen deciduous and shola forests of western ghats, and various beaches collected by the staff and students during field visits and botanical excursions/study tours over the years. The Museum contains approximately 40 species of Algae, 65 species of Fungi, 35 species of Bryophytes, 60 species of Pteridophytes, species of Gymnosperms, and more than 200 species of Angiosperm and plants. It also includes the number of local plants having medicinal importance, specimens of marine and mangrove, and more than 1000 herbaria belonging to 35 families of plants.

### **Zoology Museum:**

Zoology Museum was established in 1968 with a vision to raise awareness of fauna. The Museum has a rich collection of reptiles and animal specimens. They include Phylum Protozoans to mammals. The Museum displays thousands of specimens spanning the entire animal kingdom, from Phylum Protozoans to mammals - embryos at various stages, stuffed animals, skeletons, and bones of various animals. Specimens are systematical. The Museum highlights the diversity of animal life and provides immense information on evolution, exploration, and conservation.

These museums are open to students and staff of the college to explore on all working days and for the students of neighboring schools and the general public whenever the Institution arranges exhibitions, fests, and awareness programs.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Education has long been regarded as a catalyst for transformation, a growth engine, and a way to empower people. Education is significant as it helps people develop their personalities, build their human capital, and become responsible citizens. The knowledge and skills gained through education by the young people have proven to be a driving force behind efforts to strengthen the nation.

Puttur was an unremarkable location in the coastal Karnataka region until the 1950s. As fate would have it, Fr. Antony Patrao came down to Puttur to serve the spiritual and religious needs of the community. While serving the community, he became aware of the glaring need for an Institution to provide higher education in the area. Fr. Patrao was inspired by his vision to lead a group of well-intentioned education enthusiasts in establishing a College. The persistent efforts of Fr. Patrao and his colleagues were rewarded in 1958 with the establishment of St. Philomena College. The Institution earned a reputation throughout Karnataka and the neighbouring states due to the emphasis placed on student achievement and discipline.

Catholic Board of Education, Diocese of Mangalore was founded in 1932. It was registered in 1956 under the Karnataka Societies Registration Act of 1960 (DKM-S32-1956-57). Most Rev. Dr. Peter Paul Saldanha, Bishop of Mangalore is its President(<https://dioceseofmangalore.com/>). Msgr. Maxim L. Noronha, Vicar General of the Diocese of Mangalore is the Vice President, and the Rev. Fr. Antony Michael Shera is the Secretary ([www.cbemangalore.com](http://www.cbemangalore.com)). The Society is in charge of managing 118 aided and 135 unaided institutions in the districts of Dakshina Kannada, Kasargod, and Udupi.). Rev. Dr. Antony Prakash Monteiro is the incumbent Principal of the Institution (<https://spcputtur.ac.in/the-management/the-principal>).

The thrust areas on which the institution is focusing are i) outcome-based education, ii) community-involved extension activities, iii) extensive EC/CC activities, and iv) strong student support & progression.

The Institution has an outstanding track record for student outcomes and top university examination ranks. The overall passing rate over the last five years is 88%. In the previous five academic years, 48 students received university ranks. 35 students received gold medals/cash awards. Many students participated in Summer Research Fellowships. A great number of students have been awarded major scholarships from the Government, including Inspire.

### Concluding Remarks :

The Institution clearly complies with its vision, mission, and motto. It is working hard to achieve excellence and has implemented a number of creative initiatives during this period to enhance overall quality. The strong relationship that exists between the management, administration, faculty, students, alumni, and parents is the strength of the Institution. Without sacrificing traditional principles, the Institution has imbibed modernism at the same time. In its long history since its founding, the Institution has made every attempt to give back to society in a variety of ways, including through academics, research, outreach, women's empowerment, sports, environmental sustainability, patriotism, and other areas. The students who graduated from this center of learning have achieved success in a variety of fields. When we look back over a lengthy period of time, significant accomplishments show out clearly. New difficulties arise as times change. The Institution is in a good headspace to maintain focus because it has successfully navigated the curvy roads. Every academic year is

greeted not by remembering the past but by taking on responsibility for the future. The Institution has enjoyed the blessings of the Almighty during its lengthy journey, as well as the unwavering support of the management. The faculty, staff, alumni, parents, and student body have made sure that the ethos of the Institution is untarnished. The same missionary zeal of the faculty, who are competent, committed, and driven to take on any additional responsibility for the benefit of their students and the Institution that they serve, is responsible for the success of the Institution. The Institution is grateful to each person and organization for helping to make the Institution a coveted one. There are still more aspirations to accomplish. The Institution's primary focus right now is on becoming recognised Research Center and an Autonomous Institution. There are still more goals to achieve. We believe that the Institution will accomplish these goals with the feedback from the NAAC.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
1.3.2	<b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b>  1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 258 Answer after DVV Verification: 255																								
4.4.1	<b>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</b>  4.4.1.1. <b>Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>143.22</td><td>83.47</td><td>242.12</td><td>329.81</td><td>225.69</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>95.25</td><td>41.25</td><td>36.25</td><td>12.25</td><td>51.25</td></tr></table> Remark : DVV has considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary .					2021-22	2020-21	2019-20	2018-19	2017-18	143.22	83.47	242.12	329.81	225.69	2021-22	2020-21	2019-20	2018-19	2017-18	95.25	41.25	36.25	12.25	51.25
2021-22	2020-21	2019-20	2018-19	2017-18																					
143.22	83.47	242.12	329.81	225.69																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
95.25	41.25	36.25	12.25	51.25																					
5.1.1	<b>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</b>  5.1.1.1. <b>Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>714</td><td>1162</td><td>614</td><td>561</td><td>484</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>465</td><td>950</td><td>493</td><td>491</td><td>409</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	714	1162	614	561	484	2021-22	2020-21	2019-20	2018-19	2017-18	465	950	493	491	409
2021-22	2020-21	2019-20	2018-19	2017-18																					
714	1162	614	561	484																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
465	950	493	491	409																					
5.2.1	<b>Percentage of placement of outgoing students and students progressing to higher education</b>																								

during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	237	241	157	141

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	235	238	155	141

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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5.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
132	33	125	48	65

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98	25	78	28	32

6.3.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	103	119	133	79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
96	13	28	28	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has select B. Any 3 of the above as per shared report by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>86</td><td>89</td><td>94</td><td>95</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>83</td><td>89</td><td>94</td><td>95</td><td>100</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	86	89	94	95	100	2021-22	2020-21	2019-20	2018-19	2017-18	83	89	94	95	100
2021-22	2020-21	2019-20	2018-19	2017-18																	
86	89	94	95	100																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
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