



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST. CLARET COLLEGE

ST. CLARET COLLEGE, 5 SHARADAMBANAGAR JALAHALLI P.O. MES RING
ROAD,
560013

www.claretcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

St Claret College is established by the Claretian Missionaries, an international society of Catholic Priests and Brothers. The Congregation of Claretian Missionaries (also called Missionary Sons of the Immaculate Heart of Mary) was founded on July 16, 1849 by St Anthony Mary Claret, in Spain. At present, there are over 3000 Claretians working in 66 countries. On fire with love for God and fellow human beings, they engage in pastoral, social and educational endeavours for the promotion of human life and dignity.

St. Claret College, Bangalore, established in 2005, is managed by St. Claret Educational Society, Jalahalli, Bangalore. This society was established in 1989 with the objective of providing quality, value based holistic education to the predominantly middle and lower middle class population of the area at an affordable cost. The educational activities on this campus have witnessed steady and progressive development over the years. In 1989 St Claret School was opened. In the academic year 2002-2003, the Claret Educational Society entered into the second phase of its growth by opening St. Claret PU College, responding to the growing need for quality and value-based higher education.

In the academic year 2005 – 2006, the Society entered into the third phase of its growth with the establishment of St. Claret College, as an affiliated college of Bangalore University, offering various UG courses. In 2017-18, the college started giving post graduate courses, starting with M. Com. Presently St. Claret College offers Post-Graduation Courses in Commerce (M. Com) and Social Work (MSW), PG Diploma in Psychological Counselling, PG Diploma in Yoga Studies and a Diploma course in Bharatanatyam, in affiliation with Bangalore University. 'Ever onward', the motto of St. Claret College, speaks in a nutshell the spirit behind all the undertakings of this institution. True to its tag line "Nurturing Values and Excellence", St. Claret College gives paramount importance to nurturing values and character formation of students. The holistic development of the person through academic excellence, development of professional life skills, fostering values, developing social responsibilities and building global competencies are the distinctive characteristics of the Claretine education.

Vision

Vision Statement of St. Claret College

Our Vision is to promote educational excellence, leadership and service, based on universal love in an environment characterized by respect for the individual and concern for the community, so as to effect holistic transformation in each student.

With a view to translating the vision into reality, St. Claret College is committed to:

- Identify, encourage and incorporate all good practices leading to a holistic development of students and constant upgradation of pedagogic skills of the teachers.
- Provide all necessary human and infrastructural resources and mechanism to foster the development.
- Provide for value-based, meaningful and productive higher education.
- Offer traditional, professional and employment-oriented regular courses and innovative add-on courses that will equip the youngsters for effective and fruitful personal and professional lives.
- Provide for on-going training, research and documentation at the service of knowledge and life enhancement, and community and nation building.
- Create a scientific temper, research rigor, holistic vision and leadership skills at the service of building up a better society.
- Impart basic human values of peace, love, justice, compassion, community-mindedness and a life of gratitude in the younger generation

Mission

Mission Statement of St. Claret College

Our mission is to form intellectually competent, professionally skilled, spiritually vibrant, morally responsible, socially just and culturally sensitive global citizens through holistic Claretine education to advance a civilization of love and harmony.

In order to carry out the mission, St. Claret College has the following hierarchy of core values:

1. **Faith in God:** Claretines shall come to recognize that there is an Absolute Being to whom they belong and in whose love they live, move and have their being. A loving, genuine, creative faith shall come to permeate their life choices.
1. **Justice:** Having come to believe that they belong to God, Claretines shall come to appreciate the need for justice in their relationships and in society. They shall work towards the realization and furtherance of justice in personal lives and society.

1. **Truthfulness & Personal Integrity:** Claretines shall uphold Truthfulness and Personal Integrity in their lives and choices. Truth may hurt, but it eventually heals and gives life.

1. **Respectful Relationality:** In their four-fold relationship – to God, nature, fellow human beings and oneself, they shall have an attitude of respect and reverence. For the whole creation manifests the handiwork of God.

1. **Service:** Claretines shall commit themselves to study and professional training for the ultimate purpose of placing their skills and lives at the service of the fellow human beings and the society.

1. **Synergic Co-operation:** Claretines shall prize co-operation and synergic collaboration in group for the realization of goals. Any healthy competition shall be supplemented by co-operation that is synergic [mutually enhancing and productive]. Personal glory oriented competition is not to be a Claretine value.

1. **Intellectual Competence:** Every Claretine shall strive to the best of his/ her ability to achieve intellectual competence, which would equip him/her to realize the creation of a civilization of love.

1. **Holistic Development:** St. Claret College is committed to bring out holistic development by adopting suitable methods in teaching to endow personal and professional growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

College Management, run by an internationally reputed and renowned Congregation, is supportive with a progressive vision.

The college hosts state-of-the-art infrastructure with modern facilities.

Student-centred learning through effective academic monitoring, mentoring and counselling.

The multidisciplinary faculty provide innovative and multidimensional teaching perspectives.

Scholarships for meritorious students and provision of financial aid for the economically weak.

Plethora of opportunities in co-curricular and extra-curricular facilities provide excellent opportunities for students' personality development.

Provision of funds for research activities/seminar/conferences/publications in peer-reviewed research journals.

Green and eco-friendly campus with the motto "Swacch Bharat, Swacch Claret"

State-of-the-art, well-stocked and fully-computerized library equipped with Language Laboratory, Anti-Plagiarism Software, LIB SOFT and RFID technology.

The college has built partnerships and established collaborations and linkages through MoUs with recognized state and national level institutions.

Provision of culturally sensitive and inclusive educational environment through holistic and value based education.

Focus on overall personality development of the students through provision of several skill oriented Certificate Courses, Add-on courses, Value added courses, Life/Professional Skill Development Programmes.

College strongly recommends internship along with academic education.

Active Faculty contribution towards design, development and implementation of curriculum in Board of Studies of Bangalore University.

Proactive Career Guidance and Placement Cell engages in training and facilitating students for placements.

Availability of feeder institutions on the same campus.

The campus is Wi-Fi enabled with 150 MBPS internet Bandwidth.

College is a barrier free campus with elevator, ramps and rails for divyangjan.

Availability of Health Club with gynaecium, indoor and outdoor sports facilities and Yoga.

Female staff strength of the college is 60%. 52% is the strength of female students and this is in tune with Government's vision of promoting girl child's education.

Availability of Student Welfare Officer for addressing barriers to learning and for strengthening social support and the safety net.

Community outreach and productive extension activities; acknowledged at regional, state, and national level such as Unnath Bharath Abhiyan, NSS and NCC.

The college campus has Solar Power Plants and Rain Water Harvesting units.

Institutional Weakness

- Efforts at harnessing solar energy need to be strengthened. A proposal in this regard has been submitted by the college to the donor agency.
- Needs to scale up initiatives for strengthening industry-institute interactions and collaborations.
- The College ought to encourage more students for undertaking higher education.
- To strengthen more student/faculty exchange programmes.
- To increase the student strength and contribution towards incubation and innovation cells.
- To encourage more faculty members to become eligible for Research Supervision by scaling up their academic proficiency to the required parameters.
- To strengthen and involve alumni interaction and collaboration to encourage their monetary contribution towards the college.
- To initiate more research programs with the active participation and contribution of faculty and students.
- To encourage more faculty members to complete their doctoral program.
- To look into the expansion of more PG programs.

Institutional Opportunity

- Commencement of AICTE approved PG programs for MCA & MBA Programmes.
- Keeping pace with dynamic requirements and changes within higher education.
- Building networks and relationship strengthening with varied stakeholders within the higher education sector.
- College has the advantage of being placed strategically near Peenya Industrial Area; which could further strengthen academia-industry linkages.
- Exploring collaboration possibilities with neighbouring research institutions.
- Exploring student exchange programmes with more Indian and Foreign universities.
- Introduction of foreign language courses.
- Developing and enhancing Incubator Nests initiatives.
- Developing Village Adoption Programme.
- Developing linkages and MoUs with NGOs and GOs.
- Hostel facilities enhance the opportunities for securing greater number of outstation students.
- Increased scope for interdisciplinary and sponsored projects owing to diverse faculty.

Institutional Challenge

- As college is affiliated to Bangalore University, the waiting time for approval regarding various crucial student needs tend to get delayed.
- Transportation issues and inconvenience caused on account of being situated away from the main road.
- Keeping pace with dynamic requirements & changes within higher education.
- Sustaining the provision of high quality and affordable education.
- Generating resources from non-governmental / governmental agencies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Claret College offers 14 programs in Arts, Science, Commerce and Management Studies; Among these are 10 UG programs, 2 PG Programs and 2 PG diploma programs. The college has also conducted 32 Value Added courses, 33 Certificate courses for self-development and professional skill enhancement of students; and more than 60% of our students have taken up these courses. Students are encouraged to take up internships in various organizations involved in development related activities, schools, industries, hospitals etc. Nearly half of students have undertaken field projects/internship/on-the-job training in the current academic year.

The institution has an academic plan based on the academic schedule given by the affiliating university. Preparation of academic calendar, department plan, allotment of workload, preparation of course plan and class schedule, teachers' work diary, daily lesson notes, use of ICT resources, field projects, on-the-job training, use of various academic software, feedback mechanism are some of the teaching methods implemented by the college for effective curriculum delivery.

Departments conduct seminars, workshops, symposium, guest lectures, alumni talk and industrial visits for curriculum enrichment and enhancement. They undertake regular training in soft skills & professional skills. They also arrange intra and inter collegiate events like quizzes, fests, conferences and seminars wherein the students are encouraged to organise and participate in the events. Cross-cutting issues relevant to Gender, Environment, Human Values, and Professional Ethics have been effectively integrated into the curriculum. In this regard various clubs and associations also provide a platform for addressing these issues practically. Apart from University curriculum, college organizes various activities/programs such as plastic-free campus, gender sensitivity programs, sapling planting, awareness drives etc. through NSS and NCC units.

The structured online feedback is collected from all the stakeholders on the curriculum which is then analysed and discussed in the departmental meeting and forwarded to the Principal for improvement and further

necessary action. The college has partnered with *Orell* Software Solutions Pvt. Ltd to use 'Honeycomb', a campus management software where faculty members can upload class records, attendance and examination results dynamically on to the college portal which maintain transparency in the process.

Teaching-learning and Evaluation

St. Claret College has catered to students from different backgrounds enriching the geographical, socio-economic and cultural diversity within the institution. Teaching-learning process is enhanced by various student-centric learning methods and tools such as field projects, interactive lecture series, special lectures, industrial visits, survey method, ICT enabled classrooms and student projects. Other innovative teaching methods include; panel discussions, group discussions, power point presentations using LCD projectors, teaching of the concepts by giving real time examples, case studies related to the subject, audio/visual systems for effective instructions, internship, summer projects, guided seminars, mentoring programmes, book reviews and workshops. Career guidance and coaching classes are provided to the students. They are also encouraged to undertake certificate courses in MOOC and NPTEL.

The measures for the slow learners are remedial classes, bridge courses, peer teaching, mentoring and counselling. Special learning materials are provided by the subject teachers. Advanced learners are assessed after the admissions. The initiatives for advanced learners are peer teaching, special lectures, advanced topic seminars, assignments on advanced topics, attending and presenting of papers in conferences, outreach classes, creating relevant software and applications, visits to the industries and centres of learning, to name a few.

The college strictly adheres to the academic calendar for conducting the Continuous Internal Assessment (CIA). CIA of the students' performance is assessed through CIA test, projects, assignments and attendance. In addition, students are given two class tests to evaluate their performance. IT-integration in examination includes marks entry portal and online publication of results. MCQ bank and other e-resources are available on the college website for reference.

Learning outcomes are reflected in the students' high pass percentage, their success in various competitive examinations and university merit ranking. The college has a transparent, time-bound and efficient mechanism to deal with examination related grievances. The examination cell has the Principal as superintendent of examinations and a senior faculty as Controller of Examinations. Members of the cell comprises of at least one faculty member from each department. College sets learning outcomes for all courses which are assessed periodically, communicated to teachers and students and uploaded on college website.

Research, Innovations and Extension

The college has currently 11 faculties holding Ph.D. in various streams. The college has a research promotion cell for the purpose of promoting research activities and to inculcate a research culture. The research promotion cell coordinates with various research institutions and faculty. The faculty have published 128 research papers in UGC notified journals, 127 research papers in conferences/seminars/workshops proceedings and 48 books/chapters in various reputed publications. The college has conducted 74 workshops/seminars on

Intellectual Property Rights (IPR) and Industry Academia Innovations. In order to enhance the research programs of the faculty the college provides seed fund, monetary assistance for participating in seminars, workshops and conferences.

The college has made number of innovations in collaborations with various organizations, corporates and institutions. In association with The Institute of Cost Accounts of India (ICAI), the college has established a coaching center which is open not only to students of the college but also to all nearby aspirants to ICAI exams. With some external experts, the institution's faculty members are also involved in teaching and coordinating the programme. The college has entered into a memorandum-of-understanding with K2 Learning for chartered accountancy course held in the premises for the benefit of the students and for those from outside. In association with SAP India and AMITech India Private Ltd., SCC offers SAP 01 & B1 programmes in the campus. At the completion of the requirements, students receive a certification of participation of SAP India.

Along with research and innovative activities, College has given importance to extension activities and social outreach programs for the holistic development of the student community. Various departments of the college along with NSS and NCC units actively plan and conduct a variety of extension activities in the neighbourhood community and various other parts of the city. College has also conducted extension and outreach programs in collaboration with various stakeholders of the society and has actively participated in Swachh Bharat Abhiyan, AIDS Awareness, Blood Donation Camps, Gender Issues etc. Recently, the institution has been recognised as a participating institute of “Unnat Bharat Abhiyan”

Infrastructure and Learning Resources

The college is situated on a 12.29-acre campus in the North of Bengaluru City with the total built up area measuring 8055.59 Sq. Mts. The college has excellent infrastructure and learning resources including 33 ICT enabled classrooms, 3 fully equipped laboratories, a well-stocked library, 2 conference rooms, auditorium, parking areas for the vehicles and canteen. The college has one video conferencing hall with 160 seating capacity, two audio-visual rooms, one seminar hall cum media lab with internet connectivity. Specialized facilities and equipment for teaching includes LCD projectors, Laptops & Computers, Internet Facilities (LAN) and Wi-Fi facility. Other ICT resources such as Camera, Scanners, Printers and Photocopy machines are also available.

The College also has the substantial infrastructure required for sports activities like Football, Cricket, Basketball, Badminton, Throw Ball, Volleyball and Tennis. The college caters to indoor gaming, where students can play chess, carom and table tennis. The college gymnasium, which is adequately furnished with latest equipment, is an ideal place for the interested students to utilize.

The Library houses sufficient number of books in all disciplines, and also has a collection of rare books, journals etc. The learning resources like DELNET, INFLIBNET, e-journals and e-books are available in the library. College is also registered with National Digital Library(NDL), an e-resource initiative of Ministry of Human Resources. College has institutional membership with British Library and Bangalore University Library. This enables inter-library loaning of books and caters to the intellectual needs of staff and students.

Electrical equipment is provided with suitable back up to ensure its steady functioning and to safeguard against voltage fluctuations. In case of disruption to power supply, the UPS with 10KVA and 15KVA have been installed at three locations in the building. Alternatively, a diesel generator with a capacity of 100KVA, functions as a substitute source of power.

College has adequate support staff to see that the campus is clean and green at all times. The College has facilities for the differently-abled students such as wheel chairs, ramps, lift and disabled-friendly toilets. The College has placed fire extinguishers at prominent locations of the college.

Student Support and Progression

The institution has a well-established student support system for scholarship/freeship assistance. The institution has offered various scholarships in the form of financial aid, merit scholarships, sports scholarships, SC/ST scholarships and free-ships, to both meritorious students and to students from financially weak and disadvantaged sectors. In view of the last five years, on an average, more than 22% of the student community has been benefitted by the scholarships and freeships provided by the Government/Non-Government agencies/Institution. The Scholarship Cell of the college regularly creates awareness regarding the available scholarship/freeship schemes among the students.

The institution also has a robust system for providing support to students in capability enhancement/development, vocational education/training, career counselling and guidance in competitive examination/placement. The students are encouraged to be part of the student support programmes for better professional development as well as higher education opportunities. The performance of students is updated to the parents during the parent teacher interactions. Well-structured counselling system and follow up ensure advancement of students. The full time counsellor helps the students regarding academic, professional, personal and stress-related issues. Remedial classes and bridge courses cater to the requirements of needy students. Professional/Life Skill Development Programmes equip the students with competency and holistic development. The college has in place Grievance Redressal Cell and Anti Sexual Harassment/ Anti-Ragging cell for the timely redressal of student grievances. The transparent mechanism of these cells ensures the timely redressal of student grievances and guarantees the right ambience for the personal/academic/professional development of student community.

The Placement Cell of the college maintains a good rapport with companies and conducts training sessions/placement drives with an objective of professional development/better placements of students. The strategies of Placement Cell make sure that each student in the institution will be given adequate potential to cope up with the demands of corporate world. The vibrant Cultural/Sports Club of the institution identifies the talents among the students and trains them to be part of various National/International cultural and sports events. The unique procedures of SCC Alumni Association encourage in reconnecting the alumni in the overall development of the institution.

Governance, Leadership and Management

The college promotes a culture of decentralization and participative management through various academic and administrative committees. The governance of the college is based on democratic, participative, value oriented and humanitarian principles. College has introduced e-governance in administration, finance, accounts, student admissions, and examinations. The institution has effective welfare measures for teaching and non-teaching staff.

The management, the Heads of the Departments and the various committees contribute to decision making regarding academic work. Each Department drafts the tasks and responsibilities in annual strategic plan which is executed with the approval of Principal. Discipline, meticulous planning, coordination and communication are the strategies for motivating the staff to work as a team and to identify with the goals of the management. Grievance redressal mechanism is in place for the benefit of all.

The institution ensures effective financial management through comprehensive planning, accounting, reporting and the protection of assets from loss, damage and fraud. The college regulates its financial management through internal rules. Regular and standardized budgeting with requisite internal checks and external auditing procedures are followed to ensure sound and effective mobilisation and utilisation of resources. The financial outlay and budget planning does take into account the academic annual planning and the proposed activities for academic year. The accounts are audited regularly and strictly through the three-tier system.

Efforts are made to upgrade the professional competence of the staff. Specific mechanisms have been evolved for the regular performance appraisal of the staff. The performance of the teaching and non-teaching staff is assessed through the Annual Performance Appraisal System. The college also has a 360-degree performance appraisal system done every semester for its teaching and non-teaching staff. The appraisal system for the teaching faculty includes feedback from students, peer appraisal, HOD appraisal as well as from the Principal.

The strong leadership of the college provides clear vision and mission to the institution. The academic and the administrative units of the college are governed by the principles of participation and transparency. The institution has mechanisms for academic and administrative auditing. The college has adopted the quality management strategy in all academic and administrative aspects.

Institutional Values and Best Practices

The College offers various scholarships in the form of financial aid, Merit scholarships, Sports scholarships, SC/ST scholarships and Free-ships to both meritorious and students from financially weak and disadvantaged sections. At the entry level itself, the meritorious students are offered scholarship as per the criterion determined by the management. Apart from the scholarships given by the management of the college, the student welfare section of the admin office also provides all the required information and support to avail the scholarships from the state and central governments and non-governmental organizations.

The college has undertaken an initiative entitled “Green Campus” aimed at transformation of campus from dependency to sustainability with reference to tapping of water resources and solar energy. The College has a well-maintained garden with more than 150 trees along with the herbal garden. Green Day Celebration is observed every year by organizing guest lecture on environmental issues and conducting essay writing, slogan writing, poster making, rangoli and cooking without fire to enhance the interest of students towards environment. Specific initiatives like vegetable garden, terrace gardening, growing of medicinal plants, planting of trees in various locations outside the campus are undertaken by the Environment club and various departments in the College.

With the objective of ensuring safety and security of students, college has constituted an Anti – Ragging Cell and a Grievance Redressal Cell. The college has a strict security system considering the huge number of students within the campus. In this regard security guards have been placed at vital points within the campus and at the gates. CCTV Surveillance cameras are installed on the corridors and in class rooms and appropriate action is taken in case of any misdemeanor.

College celebrates with great fervor the national festivals like Independence Day, Republic Day and birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Siyali Ramamrita Ranganathan and APJ Abdul Kalam. The college has also constituted a women cell with the motto of providing an environment free of gender based discrimination, which conducts periodic women empowerment programmes.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. CLARET COLLEGE
Address	St. Claret College, 5 Sharadambanagar Jalahalli P.O. MES Ring Road,
City	BENGALURU
State	Karnataka
Pin	560013
Website	www.claretcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sabu George	080-8277247242	8277247242	080-2345478 8	principal@claretcollege.edu.in
IQAC / CIQA coordinator	Andrea Vincent	080-23454755	9742264707	080-8023454 788	iqac@claretcollege.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate (1).pdf
If Yes, Specify minority status	
Religious	Catholic
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	28-07-2005			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Karnataka	Bangalore University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	11-10-2013	View Document		
12B of UGC	23-08-2016	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Claret College, 5 Sharadambanagar Jalahalli P.O. MES Ring Road,	Urban	12.29	8055.59

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	Plus Two	English	60	57
UG	BCom,Commerce	36	Plus Two	English	300	271
UG	BSc,Science	36	Plus Two	English	40	13
UG	BCA,Science	36	Plus Two	English	90	71
UG	BA,Humanities	36	Plus Two	English	50	13
UG	BA,Humanities	36	Plus Two	English	100	5
UG	BA,Humanities	36	Plus Two	English	40	5
UG	BA,Humanities	36	Plus Two	English	100	0
UG	BA,Humanities	36	Plus Two	English	50	36

	ies					
UG	BBA, Management	36	Plus Two	English	140	132
PG	MCom, Pg Department Of Commerce	24	Degree	English	40	27
PG	MSW, Pg Department Of Social Work	24	Degree	English	30	6
PG Diploma recognised by statutory authority including university	PG Diploma, Humanities	24	Degree	English	30	0
PG Diploma recognised by statutory authority including university	PG Diploma, Humanities	24	Degree	English	30	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				56			
Recruited	0	0	0	0	0	0	0	0	19	37	0	56
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	5	7	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	4	0	7
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	0	0	0	4	16	0	20

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	4	0	7

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	231	70	5	0	306
	Female	250	43	4	0	297
	Others	0	0	0	0	0
PG	Male	12	2	0	0	14
	Female	17	2	0	0	19
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	13	14	27
	Female	20	18	21	34
	Others	0	0	0	0
ST	Male	4	3	3	9
	Female	5	6	5	8
	Others	0	0	0	0
OBC	Male	28	35	43	36
	Female	34	36	55	80
	Others	0	0	0	0
General	Male	121	115	106	180
	Female	113	106	109	158
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		340	332	356	532

3. Extended Profile

3.1 Program

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

Response: 510

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1490	1198	998	968	898

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
318	266	178	166	170

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
363	315	320	294	247

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	45	41	38	35

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	45	41	38	35

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 38

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

2018-19	2017-18	2016-17	2015-16	2014-15
330.41	167.38	153.19	112.34	154.22

Number of computers

Response: 201

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution prioritises teaching-learning process as most important function it performs. The college understands that comprehensive planning is first step towards successful implementation of curriculum:

- Being affiliated to Bangalore University, the college prepares an academic calendar every year. It includes all major events planned for the year and is uploaded on the website for the benefit of all stakeholders
- Each department prepares a plan in line with the institution's calendar. It looks at various student-centric events like guest lectures, club activities, and industry visits etc.
- Distribution of courses amongst faculty and workload in accordance with a timetable are completed and announced before the start of the academic semester
- Course plan is prepared by all subject teachers, inclusive of course objectives, teaching methodology, intended learning outcomes and time frame. This is explained to students on the first working day of the academic year and also displayed in Google classrooms
- In case of knowledge gap in the curriculum, departments initiate add-on programs to bridge it
- College believes in Outcome Based Education and hence PO,PSO and CO are mapped to help students achieve their goals
- Teachers maintain a work diary to keep track of their day-to-day schedules

Plan Implementation

- A bridge course is conducted for first year students to ease their entry into the degree environment. Thereafter regular discussions and tests are conducted to gauge their performance
- The college has partnered with *Orell* Software Solutions Pvt. Ltd to use 'Honeycomb', a campus management software where faculty upload class records, attendance and examination results on to the college portal. This maintains transparency in the process.
- Day-wise, subject-wise and overall cumulative average of attendance for individual subjects are accessible to students, parents and teachers at any point of time. Parents receive automatic intimation when a student is marked absent
- Parents of students with attendance shortage are sent timely alerts. These students are mentored by faculty
- The first internal exam is conducted for half the syllabus and students are identified as per their abilities
- Marks are displayed on the notice board and on Orell software. Grievances are handled by the HoD and can be taken to the Principal/Vice-Principal.
- A preparatory exam is conducted before final exams and pattern followed is as per University

standards

- After each internal exam, remedial classes are given to slow learners and those who are interested. High performing students are chosen to lead peer teaching
- Departments arrange guest lectures, alumni talks and industrial visits in order to bridge the gap between academia and industry. They also have regular training on soft skills & professional skills
- Departments arrange intra and inter collegiate fests, conferences and seminars where students are encouraged to organise and participate. They also take part in events conducted by other colleges
- Students and faculty have access to a well-stocked library and various online resources like Infilbnet and Delnet which provide a strong resource base

The ultimate aim is to lay a robust scholastic foundation that helps launch each student on their chosen trajectory as a discerning lifelong learner.

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

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

Response: 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	6	3	3

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

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 4.65

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

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

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 41.57

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

Response: 212

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

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

Response: 85.71

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

Response: 12

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

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

Response: 41.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
804	651	376	218	369

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

1.3 Curriculum Enrichment

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

Response:

St. Claret College strongly believes in assimilating cross-cutting issues like Gender, Environment, Human Values and Professional Ethics alongside other important values within its curriculum to foster holistic development of the students. In addition to forming intellectually competent and professionally skilled individuals, the institution seeks to mould them into socially responsible and culturally sensitive citizens. In addition to the CBCS scheme prescribed by Bangalore University, the institution has assimilated these issues within its curriculum.

GENDER: Issues related to gender are integral to the curriculum of Social Work department. The syllabus in MSW program incorporates the various facets of Gender studies. The courses discuss issues surrounding women and child welfare settings. Political Science deals with “Human

Rights/Women/Children Rights” in its paper on Understanding Political Theory. Sociology fosters discussions on sociology of women and social construction of gender. Psychology discusses relationships, reproductive functioning and sexual maturity. English deals with patriarchy in its lessons like “The Daughter”. Journalism deliberates on Obscenity and Censorship, Defamation and Slander, that deals with portrayal of gender in media.

Environment: In accordance to the guidelines of UGC, the Management and Science Departments have introduced a 32-hour program, “Ability Enhancement Compulsory Course” that introduces students to environmental studies. Within Humanities Department, Journalism has a topic on “Farm News, Agricultural News”. The Social Work department has included environmental issues in its curriculum where it discusses policy formulation and various social movements advocating environmental protection.

Human Values: The institution assigns a week for the celebration of the college core values; the hierarchy of core values of the college are:

- **Faith in God,**
- **Justice** or rather appreciation of justice in their relationships and in the society,
- **Truthfulness and Personal Integrity** in their life and choices,
- **Respectful Relationality** to God, nature, fellow human beings and to themselves,
- **Service** to their fellow human beings and the society,
- **Synergic Co-operation** to achieve their goals, rather than personal glory and
- **Intellectual Competence**, which will equip them to realize the creation of civilization of love.

Every department in the college observes the core value week integrating them within the classroom through activities. Apart from this, in the Humanities Department, Psychology emphasizes on human values through its discussions on misconceptions surrounding abnormal behavior and humanistic theory. Journalism takes up case studies on Article (1a) and Article 19 (2) that deals with Freedom of Speech and Expression. The Social Work Department deals with multiculturalism, social justice, human and civil rights among others.

Professional Ethics: The Commerce Department has a paper on “Business Ethics” that centers on personal and professional ethics. PG Department of Commerce have courses on ethical theories in Human Resources and Management, Business and Marketing. Psychology discusses leadership, team work and team building, Economics concentrates on Corporate Social Responsibility. Journalism debates on the responsibilities and ethics of Press in a Democracy. The Department of Social Work deals with ethics in the area of counselling.

Various initiatives have been introduced through the activities of various cells and associations, like Cancer Screening, Swachh Bharath Campaign and community service, among others.

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

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**Response:** 26

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

Response: 26

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

1.3.3 Percentage of students undertaking field projects / internships**Response:** 48.12

1.3.3.1 Number of students undertaking field projects or internships

Response: 717

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

1.4 Feedback System**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above**

Response: A.Any 4 of the above

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

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 12.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
217	124	97	117	136

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 59.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
635	531	355	331	339

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

2018-19	2017-18	2016-17	2015-16	2014-15
1130	830	600	600	530

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 85.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
278	245	168	135	121

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Higher education sets student onto a challenging terrain where the right guidance is of utmost importance. Various efforts are undertaken to tap into the potentialities of each student and help them progress.

1. Orientation Programme

A week long Orientation Programme is conducted at the beginning of every academic year for the newly inducted students. As a part of orientation programme, sessions on ice-breaking, interpersonal relationships, team work and motivational speeches are carried out. These act as stepping stones for assessing the individual needs and capacity of the students

1. One-on-One Mentoring

Each class is assigned two mentors. Mentors have one to one interaction with their mentees and understand the progress in academic growth, regularity and active participation in extra and co- curricular activities. They counsel on the health as well as stress issues. This interactive system provides the initial understanding about the students and the subtle divide between academically bright and with other interests.

1. Internal Assessment & Examinations

Learning levels of students are gauged on a continuous basis by each faculty through regular assignments, discussions, debates, quizzes and presentations. Performance of students in the two internal examinations (CIA and Preparatory) become a major yardstick for assessment of learning levels.

On the basis of entry level marks, and the subsequent performance of the student, advanced learners and slow learners are identified.

Initiatives for Advanced Learners

- Advanced learners are encouraged to attend conferences, seminars and workshops conducted by other colleges and universities for knowledge enhancement
- Faculty members take initiative in encouraging them to avail opportunities to present their work at seminars and conferences
- They are given additional/ more challenging assignments, and in some cases extra courses are also offered
- Departments select advanced learners to lead peer teaching and tutor other students
- Advanced learners are given the opportunity to be leaders of class, clubs and core council
- They are encouraged and trained to attend Talent Search Examinations conducted by recognized associations
- Seminars on various advanced topics of intellectual competence are conducted by these students in their respective classes
- Advanced learners are prompted to conduct knowledge sharing classes at other institutions to enhance their knowledge
- Toppers of various courses are encouraged by instituting Endowment, Memorial and Faculty Sponsored Awards
- Students who outshine academically with 85% and above scores, and are in need of financial support, are provided scholarship by the management

Initiatives for Slow Learners

- Peer tutoring, academic and personal counselling are held regularly and their performance is monitored at every level
- Remedial Classes are held to improve their performance, to clarify the doubts and to provide re-explanation of any topic. Previous question papers are discussed.
- Teachers interact with the students on a regular basis to provide inputs related to soft skill development and current trends to keep them motivated.
- Slow learners are provided with course materials and question banks. Detailed revisions of theory and practicals are conducted before examinations
- Students who are new to a certain discipline and lack conceptual clarity in existing courses are offered bridge courses to improve their performance

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

File Description	Document
Any additional information	View Document

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>Various experiential, participative and problem solving methodologies are adopted to fulfil the same by the college.</p> <p>Experiential Learning</p> <ul style="list-style-type: none"> • Industrial Visits <p>Departments like Commerce (UG and PG), Management, Travel and Tourism, Journalism and Psychology conducts industrial visits to various places like TVS, UST Global etc where students gain much-needed exposure to industries and corporate world</p>
--

- **Rural Camps**

Departments like Social Work conducts 10 days rural camps where students gain insight into the ground realities and develop a sense of social responsibility

- **Educational Trips and Study Tours**

These periodical trips to relevant destinations go a long way in making the subjects more comprehensible and enjoyable.

- **Visits to Centres of Excellence**

Visits to these centres, which are focused on emerging areas of research, encourage students in their academic and professional aspirations. ISRO, RBI are some of these centres students have visited.

Participative Learning

- **Workshops**

Going beyond the theoretical framework, a range of workshops are conducted from time to time touching upon several key areas of skill development. These enable peer bonding and provide students the perfect platform to achieve skill and experience

- **Orientation visits**

As a part of student initiation into a programme, college organised orientation visit for students of social work. They were taken to 10 different organisations in varied fields so as to observe, discover and deepen their awareness in social work

- **Leadership Building Programmes**

Social Work department conducts Swacch Bharat awareness programmes wherein students visit nearby schools and enlighten them about the importance of cleanliness

- **Interactive Lecturing Series**

These are conducted frequently to enrich the knowledge base of students. Eminent and learned stalwarts from industry and academia are invited as resource persons

- **Social survey and needs assessment**

The student community engages in social survey of nearby villages to better know the demographics of the region. Students learn to identify the needs, problems faced, collect and analyse information, evaluate risks and alternatives, thereby making their learning more meaningful

- **Interactive Theatre**

It gives students an opportunity to reflect on and develop their knowledge of the topic, whilst exploring

their creativity and imagination

Other initiatives include panel discussions, use of wall posters, writing book reviews, formation of self-help groups and civil society manifesto that impart practical learning among students in an interesting way.

Problem Solving Methodologies

- **Case Studies**

Departments like Sciences, Commerce, Social Work etc involve students in case study discussion. They help students gain skills in critical thinking, communication, and group dynamics.

- **Fact Finding**

Departments of Management and Humanities use it as an effective student centric method. They formulate a problem based on the current events and collate facts related to it. The facts are analysed systematically to arrive at a solution.

- **Higher order thinking**

Students are trained in higher order thinking by making them work on project reports, seminar papers etc.

Simulation

Simulation is used as an effective method in certain disciplines like Journalism, Political science, Sociology and Social Work. Mock reporting, Mock Press etc are some of the simulation activities carried out.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT	
Response: 56	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 27.09	
2.3.3.1 Number of mentors	
Response: 55	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning
Response:
<p>St. Claret College adopts an innovative and creative approach to teach and train students to excel in academic and practical pursuits. Some of the practices are</p> <ul style="list-style-type: none"> • Student Conference, where students organize the conference and present research papers, hence acquiring research, presentation and organization skills. • Workshops and Certified Sessions, promote learning beyond the confines of a classroom. • Interactive Lectures and B- Talks. • Industrial Visits acquaints students with the practicalities of managing and operating industrial sector. • Educational Tour and Adventure Trips effectively combines learning with fun. • Corporate Internship encourages students to utilize theoretical knowledge in a practical setting and acquire experience. • Club Events promotes holistic learning through activities. <p>To keep pace with the academic stimulation the institution has come up with supplementary innovative teaching models:</p> <ul style="list-style-type: none"> • Technology Assisted Learning, includes online learning, web-based learning, learning using software and smart class learning.

- **Rural Exposure Programme** bridges the gap between the urban-rural life and makes students aware of their responsibility towards society.
- **Industry Academia Collaboration** promotes innovation and provides recruitment opportunities to talented students with necessary skillset.
- **Business Plan Preparation** includes generating new ideas, preparing report of the plan and analysing and reviewing the plan.
- **Certificate Courses** fill the knowledge gap of curriculum. This includes Theatre, Aviation and Additional Accounting among others.
- **Quiz** is a part of teaching-learning process to refresh what students have already learned.
- **MOOC Courses** aim at large-scale participation through interactive user forums that help build a community for students and professors.
- **Product Launch** promotes awareness of a product and its launch.
- **Student Volunteering** in activities within classroom and events held in college.
- **Skill Enrichment Methods** bridge the gap between skills taught in class and their practical use.
- **Research Methodology classes** are conducted for post graduate students for better understanding of research methodology.
- **Budget Analysis** to understand the income and expenditure process of Financial and Railway Ministry, falling under Concurrent List of the Constitution.
- **Poster making** combines fun and learning.
- **Exhibitions** give space to display students' talents.
- **Group discussion** fosters communication through discussion of divergent views on a topic.
- **Membership in Professional Bodies**
- **Collaborative projects with NGO** sensitize students to social issues and ways to combat them.
- **Education through theatre**, a creative methodology that highlights critical social issues and appeals to a wider range of audience.
- **Field visits and social surveys** promote understanding of field realities.
- **Outcome Based Education** helps students pursue higher education and placement.
- **Internships** demonstrate practical training in a safe professional environment.
- **Paper Presentations** help students develop research and presentation skills.
- **Collage making** by compiling various data and condensing into one.
- **Student Exchange Program** familiarizes students with field work and collaborative research under unfamiliar academic settings.
- **Student Conferences** inculcate presentation skills in industrial and academic environment.
- **Student Journalism** gives students insight on journalistic writing.
- **Student Local Chapters**
- These practices bridge the gap between traditional and present modes of learning and train students to meet the challenges of the professional and corporate world.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 100

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 13.87**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
11	7	5	4	4

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

2.4.3 Teaching experience per full time teacher in number of years**Response:** 6.18**2.4.3.1 Total experience of full-time teachers**

Response: 346

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 4.65**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from**

Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 40.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
26	19	17	14	13

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

2.5 Evaluation Process and Reforms

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

Response:

St. Claret College, being affiliated to Bangalore University, follows the Assessment parameters set by the University, wherein students' evaluation is divided into two assessment levels; Internal Assessment for 30 marks, set at the institution level and Semester End Exam, conducted by the university, and set for 70 Marks.

Internal Assessment is divided into four components:

- I CIA- 10 marks

- Preparatory- 10 marks
- Attendance- 5 marks
- Assignments- 5 marks

A continuous internal evaluation of the students' performance is assessed through CIA tests, projects, assignments and attendance.

Students are given five assignments per subject. To improve their presentation skills, students make two presentations as a part of their assignment. To ensure the use of e-resources, one assignment is designed to persuade students to look into the e-resources in the library as well to encourage the use of academic database like *INFLIBNET*. The institution is in the process of making *NPTEL* course a mandatory part of CIE. A minimum percentage of marks is set for the offline exam and the exam fees of students who score higher is reimbursed by the college. Further, the college makes extensive use of ICT. Hence, online short-term courses like *NPTEL*, act as an add-on course as well. Teachers have the liberty to choose the medium of submission of the remaining assignments; either in writing, in blue books, or via Google Classroom portal.

In addition, students are given two class tests to evaluate their performance. They are informed well in advance and given sufficient time to prepare. Freedom is given to the teacher to either conduct the test in class, as either written or as performance, or through Google Classroom.

In the academic year 2014- 2015, the institution included Co-Curricular / Extra- curricular activities within the CIE scheme. Students could choose one major club and one or more minor clubs, with their performance being recorded in EC/CC journals. Major club activities, account for 35 marks and minor activities for 15 marks. Students are evaluated on the basis of their involvement, participation, organization and achievement. In the academic year 2015-2016, EC/CC card system replaced the former to make the scheme easier to students. Students are given one pink and one yellow EC/CC card to record their performance in major clubs and minor club respectively. An hour is allotted every week in the time table for the conduction of these activities. The college received praise from Bangalore University officials for its transparency in employing the EC/CC cards system.

The following outcomes were achieved as a result of the shift from purely academic to

Holistic outlook:

- A notable improvement in students' understanding level, contributing to their knowledge ability and their overall development.
- A significant improvement in students' results and in the number of students passing with flying colours.
- A remarkable reduction in the number of students who are either detained or fall below the pass percentage.
- Improvement in the quality of projects submitted by the students.
- Better placement opportunities.
- More number of students pursuing higher studies.

File Description	Document
Link for Additional Information	View Document

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

Response:

St. Claret College follows the regulations imposed by Bangalore University for the internal evaluation process of both theory & practical subjects. According to CBCS, 30% of achieved marks is allotted for internal assessment and is based on attendance, tests, seminars and assignments. The institution ensures that both the faculty members and the students are aware of this mechanism of assessment. Transparency, flexibility and robustness of the mechanism is largely ensured by the Exam Cell.

The Examination Cell has the Principal as the Superintendent of Examinations (SOE) and a senior faculty member as the Controller of Examinations (COE). Members of the cell comprise of at least one faculty member from each department.

COE of the Exam Cell is responsible for the smooth and robust conduct of internal and university examinations conducted in the college:

- The process of internal assessment is conveyed to students and parents during the orientation program at the beginning of every academic year.
- College handbooks are handed over to the students after the orientation program along with college website link, to provide more detailed information.
- The cell is in charge of providing necessary details of the internal exam via circular to faculty members, which will then be displayed on the college notice board for students' perusal.
- Detailed guidelines are sent to Room invigilators, to familiarize themselves with the invigilation process.
- All faculty members ensure the completion of the syllabus well before the examination.
- Question papers are submitted to the Exam Cell at least one week in advance. If more than one faculty member is offering the same course, a common exam paper is set to ensure uniformity.
- Special arrangements are made for physically handicapped and Visually Challenged candidates.
- The Exam Cell is in-charge of issuing hall ticket to students with 75% attendance or above. Those below the required percentage are asked to sit in the library and write assignments instead. They receive attendance for the submission of assignments but not marks.
- Special permission is given to students attending NCC/NSS camps and participating in conferences, Sport and Cultural events. Re-tests are conducted for them in the form of written assignments or rewriting the test.
- Five assignments are assigned for each subject and submitted as presentations, projects or through written or online submission.
- In addition to the centralized exams, there are a minimum of two class tests which will be conducted in every subject.
- After the exams, Progress Reports specifying marks and term attendance is dispatched to

parents/guardians. Parents/guardians are required to sign the reports and return them to the Class Mentors during the Parents Teachers Meet which would be held in the following week.

- After every CIAE, faculty will be given a period of time to evaluate and distribute the answer scripts in the class rooms. Any concern regarding the marks obtained by the students is discussed with the faculty in charge and resolved. The marks are also immediately uploaded in the online exam portal by the respective subject teachers.

File Description	Document
Link for Additional Information	View Document

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

Response:

Institutional -Mechanism for exam related grievances:

In accordance to the instruction of the Exam Cell, faculty members are given a period of one week to evaluate and hand over the answer scripts to the students.

In case of grievances in **Continuous Internal Assessment** marks, the issue will be handled by the concerned faculty as per the guidelines of the Exam Cell. The students are informed of the evaluation process and the allocation of marks beforehand, to ensure transparency and clarity.

During the distribution of the evaluated blue books, teachers discuss the standard way of answering every question to ensure transparency of the evaluation process. The same procedure is carried out in case of class tests and assignments as well. In case of any discrepancy in the marks conferred, immediate steps are taken for the redressal of the same.

The mechanism is transparent, time-bound and efficient at Institutional level:

To ensure that the above mechanism proceeds smoothly, the institution has taken some measure to warrant transparency and timely efficiency in its dealings.

In case of discrepancies with the conferred marks in IA marks, the student can immediately notify the concerned teacher regarding their grievance. The student will give the grievance in writing, which the concerned faculty will attend to. If the teacher finds the request legitimate, immediate action will be taken to redress the issue. The same procedure is carried out in case of class tests and assignments as well. Usually, these grievances are sorted at the faculty level itself. If, however, the faculty member is not satisfied with the request, they will redirect the student to the Exam Cell, where a suitable resolution will be obtained. Most of the grievances will be resolved at the earliest, at most within a week. Once all the students are satisfied with the allocation and division of marks, the faculty member will update the same in the college portal.

Further, the Exam Cell has placed a suggestion box near its office, where students can drop their exam related grievances and suggestions. These boxes are opened once a month and the necessary actions deemed are taken. Both faculty members as well as students can avail this option, as long as their names are clearly mention along with their posited suggestions.

As soon as Bangalore University announces the exam dates in the university portal, the same, along with any change in dates, is informed to students. Students' names are registered and enrolled in the portal for exam registration. The respective class mentor will collect the hall tickets from the Exam Cell and issue the same to the students, provided they have fulfilled the necessary eligibility criteria, as per the university guidelines. In case of any mistake or error in hall tickets, the cell clarifies the issue after consulting the university Registrar. In case of any discrepancy with the obtained marks cards obtained from the university, the Exam Cell will contact the necessary officials in the university and resolve the issue promptly.

File Description	Document
Link for Additional Information	View Document

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

Response:

Prior to the beginning of every academic year, the institution conducts its first Staff Council Meeting of the year. In this meeting, the schedule of calendar of events are discussed and a tentative date is set for each of the events. The calendar of events includes:

- Student election and selection,
- Collegiate and departmental fests,
- Extra-curricular and Co-curricular activities,
- National conference,
- CIA and preparatory exam,
- Alumni Meet,
- List of Holidays
- Orientation for new faculty,
- Orientation for parents and students, and Graduation day, among others.

Institution is affiliated to Bangalore University, the calendar of events of the university is referred to while deciding the date of reopening, the date of closing and to prepare the examination schedules. The HODS prepare a tentative schedule of events for the department, after considering the clubs, forum activities, guest lectures, workshops, seminars, Parent Teacher Meetings.

During the common meeting for faculty, the annual plan of each department is prepared, and departmental activities are decided upon. Both the pre-existing and the newly joined faculty are instructed to prepare and submit a course plan, detailing the number of days assigned to each topic in the syllabus, the methodology used, the number of classes assigned for revision before examinations, dates on which class tests are conducted and the dates allocated for assignment. Following this, class time table is prepared for each

department by its faculty and cross referred with other departments to avoid a clash of classes. In case of declaration of unplanned holidays, the institution makes up for these days on other holidays, to ensure a strict adherence to the calendar of events.

The Examination Cell is responsible for deciding the dates of CIA tests and Preparatory exam, collecting and making copies of question papers, preparing a list of invigilators and classroom allotment for the test. The cell is in charge of informing the faculty of the internal exam schedule through a circular, which will then be displayed on the college notice board. Detailed guidelines are sent to classroom invigilators, to prepare them for invigilation before CIA and Preparatory Examinations. In adherence to University guidelines, the course plan is prepared in the beginning of the academic year, all faculty plan and ensure the completion of the syllabus well before the examination. Question papers are submitted to the Exam Cell at least one week in advance. In case of more than one faculty member offering the same course, a common exam paper is set to ensure uniformity. Special arrangements are taken care for physically handicapped and visually challenged candidates. The cell is also in charge of overseeing the process of submission of marks of every test within a week of the test/exam and uploading of the same to the college portal. Within ten days of submission of evaluated answer scripts, the institution conducts PTM. Throughout the academic year, the schedule of events prepared at the beginning of the academic year is adhered to. In case of deviation, immediate remedial action is taken and resolved.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

St. Claret College has adopted the Revised Blooms Taxonomy as the methodology to assess Outcome Based Education – POs, PSOs and COs. The dimensions of learning covered are:

- Cognitive
 - Cognitive Processes
 - Knowledge Categories
- Affective (Emotional)
- Psychomotor
- Spiritual

These are aligned to the vision, mission and goals of the college. They cover all aspects of student life at the college. These are dynamic and responsive to emerging areas of knowledge, world of work and needs of students. The entire St. Claret community works towards fulfilment of these objectives. At the micro level, within the framework of the degree programme, each course of study defines its own unique set of learning outcomes that are tied to the curriculum.

Designing of POs, PSOs and COs:

- Program Outcomes (POs) are aligned with the model for UG courses given in the NAAC SSR Guidelines.
- Program Specific Outcomes (PSOs) – All the faculties of the departments came together, discussed and identified 4-5 program specific outcomes for each programme. This was presented in a common meeting of all faculty members and then approved
- Course Outcomes (Cos) – Faculty member/s who teach a particular course come together to finalise the course outcomes. Around 5-7 course outcomes are identified for each course.

Before the commencement of each semester, a course plan is prepared by all the subject teachers inclusive of course objectives, teaching methodology, intended learning outcomes, methods of assessment, projects and assignments planned, reference material and time frame. These are implemented without fail, ensuring intended transfer of knowledge to reap subsequent outcomes. Besides grades and marks, there are many awards and scholarships which acknowledge achievement of learning outcomes and motivate students toward higher benchmarks.

Program outcomes, program specific outcomes and course outcomes of all the programs offered by the institution are communicated to both teachers and students as follows:

Methods adopted to communicate to teachers:

- Department meetings with Principal are held at the beginning of the semester to discuss the teaching plans and course outcomes specified for the courses
- Meeting with IQAC coordinator is organised at the beginning of every semester to review Annual Plan and Course Plans
- General staff meetings at the beginning of every semester are held to discuss at length the POs, PSOs and COs.
- POs, PSOs and COs are also displayed on the college website for the perusal of all stakeholders
- Evaluation and attainment of POs, PSOs and COs are reviewed in the department meetings with Principal at the end of every semester

Methods adopted to communicate to students:

- POs, PSOs and COs are communicated to the students through college
- On the first day of a semester each faculty explains to the class his/her course plans where POs,

PSOs and COs are explained to them and it is uploaded on to Google classroom for students to go through during the period of the course.

- At the beginning of every academic year, during the orientation programme, students are educated about it.
- From time to time, they are reminded by the mentors, HoDs and respective faculties

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

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

Response:

In order to continuously raise the bar and achieve high standards, focusing on Outcome Based Education (OBE) is an important step. Elaborate steps are followed in evaluation of PO, PSO and CO and the lacunae are bridged by planning suitable improvements in all the relevant activities.

- Every semester the institution checks the attainment levels of each CO and map it to the PSO and PO.
- Every faculty member is responsible for calculating and tracking the attainment level of COs and POs for their course
- The Principal calls for frequent meetings to register the progress made with regard to implementation of OBE across the institution
- Attainment calculation process is briefed by a committee, instituted for it, to all the faculty for calculation and mapping of COs and POs in MS excel

Mechanism for attainment and evaluation of POs, PSOs and COs

- Each faculty is required to set internal question paper aligned with the COs of that particular subject along with narration on cognitive levels
- Faculty should assign designated COs for each and every question
- While evaluating the internal exam bluebooks, faculty members record the marks against each question the student has attempted
- The above marks should be recorded in the MS Excel sheet designed by Examination Committee
- Weightage of 30% is given for Internal Assessment marks and 70% weightage to the End semester

examinations results. (The internal marks will tell us the performance of each student in each of the Cos. An average is calculated for each of the CO specified. SEE marks are available as totals only, not specific course objective wise as these are marks given by the university. Nothing much can be done with these as they are evaluated by university)

- COs and POs matrix are prepared for every subject by concerned faculty and fed to master CO-PO matrix
- Formula based excel sheet model will then calculate COs and POs attainment
- After the announcement of University end semester results, the same will be recorded in the excel model as a whole
- Attainment levels are ranked on a scale of 3 points, i.e. 3= High, 2= Moderate, 1= Low
- The attainment of the COs and POs is done considering the direct method of calculating attainment
- In this method, attainment of POs is calculated based on the marks scored by the students in the IA and SEE (Semester End Examination)
- Feedback of outgoing students are also considered as they serves as a genuine opinion of the students in the CO attainment

The institution ensures the attainment of outcomes (COs and POs) as framed by the institution for students in the course of three years.

If the level of attainment is less than expected, introspection and brainstorming exercises are undertaken by faculty and management and remedial measures are deployed to ensure desired attainment. At the end of the programme i.e. three years, institution gets clear idea of attainment of POs and PSOs. This will help the institution to check the progress made with regard to accomplishment of POs, PSOs and COs.

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

2.6.3 Average pass percentage of Students

Response: 87.68

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

Response: 299

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

Response: 341

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.7

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

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

Response: 0.06

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

Response: 1

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

Response: 82

File Description

Document

Supporting document from Funding Agency

[View Document](#)

Funding agency website URL

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college believes that fostering an innovation culture is vital for all disciplines. Initiatives in the form of MoUs, committees, cells and clubs exist to promote an ecosystem of innovation.

- **Incubation Cells & MOUs**

With the aim of equipping students with entrepreneurial skills and in making them industry-ready, MoUs and collaborations were signed with the following leading organisations:

1. **UDHYAM Shiksha Program** – Through this program, students are trained to develop an entrepreneurial mindset to succeed in the 21st century. 32 students have enrolled for this program.
1. **Association of Women Entrepreneurs of Karnataka (AWAKE)** – The MoU is aimed at bringing awareness about *entrepreneurship* among *women* by holding *one* day *Entrepreneurship* Training and other services. A talk on ‘Entrepreneurship Awareness’ was conducted in the year 2019, to motivate girl students to be leaders of tomorrow.
1. **Karnataka Small Scale Industries Association (KASSIA)** – Encourages information exchange, experience and interest amongst students pertaining to Small industries.
1. **Peenya Industries Association (PIA)**
1. **Entrepreneurship Development Institute of India (EDII)** – College has collaborated with EDII, a non-profit organisation, focused in nurturing entrepreneurship culture. A three days ‘Entrepreneurship Awareness Camp’ was conducted by EDII from 28th to 30th January, 2019 at SCC where students explored their entrepreneurial skills

Other centres that promote innovation culture are:

1. E-Cell

It was instituted in the AY 2013-14 and has since then been regularly conducting programmes like entrepreneurship quiz, business plan competition etc.

1. IPR Cell

Recognizing the pivotal role played by IPR in globalized knowledge economy, IPR Cell was established on 2nd February, 2018. The cell has conducted one workshop and two Faculty Development Programmes (FDPs), familiarizing the faculty on various aspects related to IPR.

1. Business Club

It aims to develop managerial skills and encourage young business talents by conducting various business related activities or events.

1. Institutional Innovation Council (IIC)

An initiative of Ministry of HRD, IIC focuses on creating vibrant local innovation system. IIC coordinators of the college, who have attended orientation and mentoring sessions, have guided the college to be a chapter in SWAYAM, equipping students and faculty to augment their knowledge through numerous MOOC courses offered in the portal.

- **Institutional support**

Support is extended by way of leave and financial grants to faculty attending conferences and presenting papers, encouraging them to hone their research calibre. Funding for faculties who publish in UGC indexed journals with Scopus, Web of Science, COPE and CARE journals. It fosters research activities at all levels in the institution leading to an overall enhancement of academic quality.

Promoting the ecosystem of innovation is the college library, which houses books relating to varied fields and also has subscription of various journals, e-journals and other online resources.

College arranges industrial visits and tours to broaden the horizon of students.

- **Research Promotion Cell (RPC)**

The Cell reports to IQAC and contributes by monitoring, proposing ideas and addressing research promotion. It motivates faculty members to undertake minor and major research projects

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

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	3	2	3

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

3.3 Research Publications and Awards

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

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

File Description**Document**

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

[View Document](#)**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 1.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	15	3	0	2

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	36	18	9	9

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

3.4 Extension Activities

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

Response:

The Mission statement of the St. Claret College, promising to form socially just and culturally sensitive global citizens, through holistic education, is a reflection of the holistic education that the institution imparts. The significance of service is an integral part of the Claretine education and forms one of the core values of the college. To realize this mission, the college has included village adoption, training and awareness programmes, seminars and workshops on social issues and awareness rallies as a mandatory part of the student education.

Extension activities based on **Health Awareness Programmes:**

- **Free eye camps**, for students, staff and members of the locality.
- **Blood donation camp**, organized by National Service Scheme, on the occasion of National Blood Donation Day. General health check-up is done to ensure the donor's fitness and arrangement are made for beds, glucose drinks and sanitation.
- An **awareness rally on malaria**, in which faculty coordinators and student volunteers carry placards and banners containing information on malaria, its symptoms and dangers.

Extension activities based on **Gender Issues:**

- The institution continually visits nearby schools to give **talks on Personal Hygiene**. Here, students focus on bodily hygiene, especially during menstruation and on proper disposal of sanitary napkins.
- Students conduct **rallies, give talks** and perform **Street plays on Women Empowerment** and educate the neighbourhood on women's rights.
- The pink agenda, **free cancer screening** to provide free breast and cervical cancer screening to the residents of neighbourhood.

Extension activities based on **Environmental Awareness Programmes:**

- **Swachh Bharath Abhiyan** is organized as a part of extension activity, to create awareness on cleanliness.

- **Planting of trees** inside the campus as well as in the adopted neighbourhood.
- **Environment awareness camps**, educating people on the preservation and conservation of natural resources.
- **Awareness rallies** on garbage segregation, into bio-degradable and non-bio-degradable waste, limiting the use of plastic, kitchen garden composting and effective garbage disposal to keep the environment clean.
- Including a paper on **Environmental Studies** within the curriculum helps students gain theoretical knowledge on concepts, challenges and policies introduced to combat them.

Extension activities based on **Living Values Programmes:**

- The NSS (National Service Scheme) conducts **annual camp** in the neighbouring villages for 10 days where they mingle with the villagers to understand their lifestyles and needs better.
- **Extension lectures** on social evils with outsiders are arranged to create awareness among the students.
- **Awareness rallies** on AIDS, Anti- Liquor, Anti- Tobacco and Drugs.
- **Village adoption** is taken up by the college to ensure the growth, development and welfare of the surrounding villages.
- The college, in collaboration with **CRY foundation**, contributes to the protection and development of child rights.

Other Activities:

- Apart from these, all the significant dates such as **Environment day, Yoga Day, Teachers Day, Hindi Day** are celebrated periodically to familiarize students with the relevant traditions.
- **Spoken English classes** are conducted for homemakers in the locality to equip them with preliminary knowledge of English vocabulary.
- **Computer-literacy drive**, organized in the neighbourhood, aims at teaching learners to carry out basic computer functions, included sending emails, using MS Office

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

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

Response: 0

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

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

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

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

Response: 58

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	11	9	9	8

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

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

Response: 60.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
709	461	854	705	536

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

3.5 Collaboration

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

Response: 35

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	8	5	2

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

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

Response: 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	6	2	5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

SCC is convinced that to achieve the twin objectives of academic excellence and holistic development, quality infrastructure is a must. The institution has adopted a proactive policy in creating an environment conducive to the academic and overall development of students.

Overall Infrastructure:

The college is situated on a 12.29 acre campus in North Bengaluru with the total built up area measuring 8055.59 Sq. Mts. The Institution is well furnished with adequate number of classrooms, well-stocked library, seminar hall, conference rooms, auditorium, computer lab, canteen and transport facility.

Classrooms:

There are 33 spacious classrooms with good air circulation, which facilitates a conducive environment for the teaching-learning.

- Each classroom is provided with sufficient number of ergonomically designed furniture for the convenience of students
- Other facilities such as raised platforms for teachers, podium (in PG classrooms), black boards and stationery are available to make teaching-learning process effective.

Specialized facilities for teaching:

- LCD projectors
- Laptops & Computers
- LAN and Wi-Fi facility across the building
- Other ICT resources such as Camera, Scanners, Printers and Photocopy machines are available.

Library:

The college library is a repository of rich learning resources. It contains adequate number of books, journals, periodicals, online databases, digital library and newspapers. A well-furnished reading room of 76.89 Sq. Mts with good seating capacity is also provided to the students.

Seminar Hall and Auditorium:

The college houses a multipurpose auditorium with a seating capacity of more than 700 members. There is one seminar hall with a seating capacity of 100 members and equipped with audio-visual systems.

Audio-Visual Rooms and Conference Hall:

There are two audio-visual rooms with seating capacities of 80 and 120 respectively, and a state-of-the-art, air conditioned conference hall with a seating capacity of 160. The facility can host meetings, conferences, seminars and special events.

Computer Labs:

There are three state-of-the-art computer labs of which one doubles up as language lab. The institution houses **201 computers (193 Desktops and 8 laptops)** with advanced configuration, distributed across the building.

Multipurpose Space - Quadrangle:

With an area of 1164.01 sq.mts, the quadrangle which is the symbolic heart of the college supports formal and informal events and gatherings. Major cultural events like Mayurika, Euphoria, Homecoming, Teacher's Day celebration etc are held in the quadrangle. The space is also the preferred venue for common assembly.

Incubation Centre and Laboratories:

There is an incubation centre dedicated to nurturing next generation entrepreneurs. It also has one well-equipped psychology laboratory and an electronics lab to provide practical experience to students.

Musical Instruments Room:

With an area of 69.52 Sq. Mts, it is where musical instruments are kept and is also developed as cultural practice room. Active promotion of cultural activities by college has seen many students winning state and national awards.

CCTV Cameras:

Every important place and classes have CCTV cameras installed for surveillance, recording and monitoring, which reduces the occurrence of any untoward incidents. 120 CCTV cameras are installed in the campus.

Canteen:

There is a canteen available on campus with sufficient seating area and provides good catering service at affordable cost. There is also a cafeteria attached to the college.

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

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

Response:

: In order to inculcate and encourage students' interests in co-curricular, sports and games, the following facilities have been provided:

Sports and Games: The college has a qualified, full time Sports Director, who is supported by other sports coaches. Students are encouraged to participate in various sports and games at the University, State, National and International levels.

- **Outdoor:** The institution has multiple courts for the students to play Football, Kabadi, KhoKho, Cricket, Basketball, Badminton, Throw Ball, Volleyball and Tennis. For best results, the grounds and fields are maintained in high standards. The college quadrangle and Auditorium are used to perform yoga and aerobics by the students.
- **Indoor:** The college caters to indoor gaming like chess, carom and table tennis. In addition to the three outdoor courts, two indoor Badminton courts are available as well.
- **Gymnasium:** The college gymnasium is adequately furnished with latest equipment, is an ideal place for the interested students to utilize.

Table: Facilities for Sports and Games

Sports/Games facility	Owned	Shared	Year of establishment	User rate per

	Area in Sq/m	Area in Sq/m		%	
Football/Cricket/Athletics	--	4800	1989	25	
Basket Ball -3 Courts	--	1260	2003	35	
Cricket – Net Practice- 5 courts	---	95 yards	2003	60	
Shuttle Badminton – 7 courts	---	standard size (2 indoor 5 outdoor)	2009	25	
Throw ball/Volley Ball- 31 courts	standard size	2 standard size	2009	65	
Indoor Games (TT/Carom/Chess)	45	-	2008	25	
Sports Office- 1	13	-	2008		
Yoga (Quadrangle)	1164.01	-	2008	90	
Khookho	----	Standard Size	2003	15	
GYM	66.62	-	2018	15	
Kabadi	400	-	2003	10	

B: Cultural activities: St Claret College adopts an inclusive approach to the culturally and ethnically diverse students. Therefore, the College has various clubs and associations promoting different types of cultural activities, including dramatics, dance, music, street play, trends in fashion, literary trends, fine arts etc, which will be overseen by **Cultural Coordinators**. Each club/association has Faculty Coordinators and Student Representatives who plan and execute the events.

Auditorium and Open-Air Theatre (Quadrangle): The Open-Air Theatre and Auditorium have the seating capacity of 2000 and 700 respectively. Seminars, Conferences, FDP, Department Fests, College Fests and activities of various clubs/associations are conducted at these venues.

Seminar Hall, Conference Hall, AV Rooms: The Seminar Hall and AV Rooms have a seating capacity varying from 80 to 120. The Conference Hall can comfortably seat 160 members. They are utilized for Presentations, seminars, practice for various events, clubs and association activities.

Language Lab: The Language Lab provides space for students to enhance the language skills. The College appoints an English faculty to oversee the same.

Prayer Room: To spend time in prayer, meditation and solitude, the college established the prayer room, where student or staff, irrespective of religion and denomination, can find some solace.

Table 4.4 Infrastructure for Co-curricular Activities

Facility	Area (Sq. mt.)	Year establishment	of Seating	User %
Auditorium	508.56	2009	700	75
Open Air Theatre (Quadrangle)	1164.01	2008	2000	90
Seminar Hall	111.05	2008	100	80
Conference Hall	249.08	2017	160	80
AV Room - 1	102.09	2008	80	90
AV Room - 2	98.55	2008	120	90
Language Lab	72.02	2014	25	90
Prayer Room	30.98	2009	25	80

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 38

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 30.07

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five

years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
58.56	167.38	10.34	9.25	27.24

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

4.2 Library as a Learning Resource

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

Response:

St. Claret College library is one of the biggest strengths and a storehouse of knowledge. It is a place of knowledge enhancement, designed thoughtfully to meet the academic needs of the students and faculty. Vast number of reference books and textbooks help the students and faculty members to explore, gain knowledge and further their research work. It has a rich collection of academic resources with 21,671 books along with several magazines, newspapers, journals, e-resources, encyclopaedias, databases, back volumes, CDs/DVDs, project reports, audio/video cassettes, and question banks of Bangalore University.

- Internet facility is made available in the library for staff and students. Apart from the several desktops available for browsing, any student with personal laptop can connect to the internet services in the library.
- In the beginning of every academic year, Library Committee conducts Library Orientation Programme to help students familiarize with the library facilities. Library Day is celebrated every year on August 12th with various competitions like Cartooning, Poster Presentation and Book Review among others being conducted.
- From the academic year 2017-18, a special reading room has been opened for students and faculty members. This area can be used for reading newspapers, general magazines and browsing the net.

- Library facilitates DELNET, INFLIBNET, MINT BOOK e-books access. We are also registered with National Digital Library(NDL), an e-resource initiative of Ministry of Human Resources, making access to knowledge quick and at one's finger tips
- SCC Library has institutional membership with British Library and Bangalore University Library. This enables inter-library loaning of books and caters to the intellectual needs of staff and students.
- The 'Book Bank' scheme allows SCC Library to issue textbook for SC/ST and economically weak students
- There are separate sections/corners for displaying the 'Book of the Week', 'New Arrival' and 'Rare Books'
- A Book Suggestion Register is maintained in SCC Library. Students/faculty are encouraged to suggest books to the librarian, which are purchased immediately upon the approval by the Principal.
- The library award for the best user of the library was instituted from the academic year 2012-2013 onwards. This was done to encourage students to avail the library facilities and enhance their learning.

Library is equipped with Automated Library Management System. The details are as follows:

<i>Name of the ILMS software</i>	<i>Nature of automation (fully or partially)</i>	<i>Version</i>	<i>Year of autom</i>
Library Automation Software	Libsoft 9.8 (Partially)	1.	2018-19
Library Automation Software	Libsoft 9.8 (Partially)	1.	2017-18

Library Software	Automation	Libsoft 9.8 (Partially)	1.	2016-17
Library Software	Automation	Libsoft 9.8 (Partially)	1.	2015-16
Library Software	Automation	Libsoft 9.8 (Partially)	1.	2014-15

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

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

Response:

A rare book can be understood as any book which has an enhanced value because the demand for the book exceeds the supply, usually because of its importance, scarcity, age, condition, or subject matter. The Rare books collection of SCC library mainly manages and provides access to the cultural, historical, social and political history of India. The Library consists of select collections of 17th, 18th, 19th & 20th century publications. The library is continually striving to collect as many books of significance as possible to assist students and teachers alike.

Based on genres, the collection can be tabulated in the following manner

:

ARCHITECTURE	1
BIOGRAPHY	1
CHRONOLOGY	1
CUSTOMS	1
ECONOMICS	1
FOLKLORE	1

GENERAL	1
HISTORY	13
LANGUAGES	11
LAW	1
LITERATURE	37
NATURAL HISTORY	1
POLITICAL SCIENCE	2
PSYCHOLOGY	1
RELIGION	6
SOCIAL SCIENCES	1
SOCIOLOGY	1
TRAVEL and TOURISM	5
TOTAL	86

The library also has a collection of special reports as follows:

Sl. No	Name of the book	Name of the publisher	No. of copies	Year of
1	PERFORMANCE BUDGET REPORT OF KARNATAKA GOVERNMENT	GOVT.OF KARNATAKA	1	2018
2	WATER RESOURCES DEPARTMENT ANNUAL REPORT	GOVT.OF KARNATAKA	1	2018
3	ANNUAL REPORT ON HEALTH AND FAMILY WELFARE DEPARTMENT	GOVT.OF KARNATAKA	1	2018
4	PLANNING, PROGRAMME MONITORING & STATISTICS DEPARTMENT ANNUAL REPORT	GOVT.OF KARNATAKA	1	2018
5	BMSSS ANNUAL REPORT 2017-2018	GOVT.OF KARNATAKA	1	2017

Considering the fact that the college has books beginning from seventeenth century, special care is taken to

preserve its historic condition. Rare books are important, as more often than not, they are collectable first editions and seminal works. The scarcity of texts in other libraries add to its historical, cultural and market value, and is a matter of pride to SCC library.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 5.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
10.12	5.10	4.02	4.81	4.14

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 14.68

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

Response: 227

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution has ample and latest IT infrastructure. The IT infrastructure and resources are modernized and upgraded continuously as per the requirements and technological changes. The curriculum of the institution has incorporated the use of ICT to a great extent and this has proved to be an imperative tool for learning. There are three computer labs of which one is also used as the language lab. Altogether the institution houses **201 computers (193 Desktops and 8 laptops)** with advanced configuration, distributed across the building.

Initially, in the year 2013, we had only 50mbps internet speed, which was gradually renewed and increased to 150mbps in the year 2018-19. The institution has now three ISPs **ACT with 150mbps /1500GB data, ACT with 50 mbps/875GB data and BSNL with 3 Mbps/unlimited data** to provide seamless internet facility to the students. Internet is available in all the systems and the campus is Wi-Fi enabled. Any student with personal laptop can connect to the internet services in the library. All desktop applications and operating systems are licensed. Apart from Microsoft License, institution also has Orell language software,

Libsoft, Kaspersky Internet Security and Tally. The labs are interconnected through LAN networks. All the computers are standalone but at the same time they are connected to the local network. In addition to this, the institution houses a server which stores the Management Information System used for the administrative purposes. The class attendance and internal assessment details of the students are made available to the stakeholders 24/7 through this server.

The college has one video conferencing hall with 160 seating capacity, two audio-visual rooms, one seminar hall cum media lab with internet connectivity. The IQAC of the college has one computer and internet facility to facilitate documentation and communication of management information system. The office of the college is fully automated under LAN connectivity.

The following are the details of the computing facilities and **IT UPDATION INITIATIVES** in the institution:

- Total Number of Computers- 201 (193 desktops and 8 Laptops).
- Processor: Core i3 -10; Core 2 Duo- 78; Dual Core- 113
- Operating System: Windows 10 – 78, Windows 7-58; Linux-65
- Hard Disk Capacity: 1TB -73; 500 GB- 50; 320 GB- 24 ; 250 GB- 35; 160 GB- 19
- Random Access Memory: 16 GB-3; 8 GB-6; 4 GB-70, 2 GB- 110, 1 GB-12
- Computer-student ratio 1:7
- Standalone facility : 201
- LAN facility- 239
- Licensed software – Windows 10, Windows 7, Microsoft Office 2016, Tally License Kaspersky Internet Security and, and Windows defender Security Essential
- Number of nodes/ computers with Internet facility -201
- LCD monitors – 193,
- Laptops – 8 for common use

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 7.41

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response:** Yes

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 78.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
290	137	116	71	130

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

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

Response:

Managing Committee takes direct initiative in maintenance and upkeep of infrastructure and support facilities. The Manager, Financial Administrator and Office Manager monitor the quality of maintenance of infrastructure and equipment.

Financial Administrator monitors the overall maintenance of the infrastructure. The Chief Security Officer and the security guards ensure the security of the campus and the people within. The institution avails the AMC facility offered by service providers for maintenance of computers and ICT equipment. This measure ensures that consistent and appropriate attention is paid to the equipment, thus preventing untimely breakdowns or malfunctions. Replacements are considered top priority, and immediate action is taken to assure interrupted functioning. A qualified electronics and computer technician is available on call on campus. Electricians and plumbers are also available on call for immediate assistance.

Electrical equipment is provided suitable back up to ensure its steady functioning and to safeguard against voltage fluctuations. In case of disruption to power supply, the UPS with 10KVA and 15KVA have been installed at three locations in the building. Alternatively, a diesel generator with a capacity of 100KVA, functions as a substitute source of power.

Class Room: Administrator oversees the maintenance of the classroom. The class rooms are rented for Government Exams as per request. Most of the departments maintain Department Libraries with a good number of books for students' perusal, which they can borrow upon request. An issue-register is maintained by the department to account for the number of books that have been borrowed by the students.

Computers: College has a System Administrator to oversee the maintenance of Computer Systems. The use of Computer Labs is scheduled as per time-table. In case of system repairs beyond the scope of the System Administrator, external agencies are called for as per AMCs' agreement with the suppliers. Access to internet is provided in the lab even after the working hours of the college. Procedures involving preventive maintenance and breakdown maintenance are strictly observed to ensure maximum availability of the systems in the lab. Installation of antivirus ensures that the software and system are adequately secured. Periodic maintenance is done through regular cleaning of the lab spaces, software updates and antivirus updates. Periodically, the lab stock is physically verified for accountability as well.

Sports amenities: Director of Physical Education is in charge of sports amenities. A room is reserved to keep Sports utilities. Further, time is allotted to students to use Gymnasium, which is adequately furnished with the latest fitness equipment. Regular maintenance of the indoor and outdoor Courts guarantee that they are maintained to the highest standards for sports activities.

Language Lab Students avail Language Lab facilities on priority basis, under the guidance of their respective teachers.

Library: Maintenance and utilization of library resources are done strictly by following the library rules. Library resources include both print and e-resources. Students can avail computer facilities upon request.

College has adequate support staff to see that the campus is clean and green at all times.

Table depicts the number of staff permanently employed for maintenance:

Table Maintenance Staff

	Number of Staff	
•		
▪	1.	
Lab & Electronic Equipment	1.	
Computer & IT Assistance	1.	
Software Assistance	1.	
Safety	1.	
Garden Maintenance	1.	

File Description

Document

Link for Additional Information

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
247	138	49	31	14

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

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

Response: 15.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
227	173	132	150	150

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 75.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
1338	930	943	611	493

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 37.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
535	508	429	325	312

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

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

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

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 40.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
143	111	116	133	112

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

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

Response: 8.79

5.2.2.1 Number of outgoing students progressing to higher education

Response: 32

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

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

Response: 70.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	19	05	03	02

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	19	07	05	06

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
Response: 0				
5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
Response:	
<p>The Student Council was instituted in the year 2012 with the aim of having student representation in academic and administrative activities. The council is invested with the responsibility of organising various events and functions in the college during an academic year. This practice is based on the premise that students' participation is vital to rigorous intellectual exchange.</p>	
<p>The steering body of the student council is the Core Council, comprising of the College Captains, Cultural and Sports Captains. The other members of student council are representatives of various clubs & associations and representatives of all the classes who are elected by students. While college captains (1</p>	

Boy and 1 Girl) are elected by the students through a democratic process, other representatives of the core council are usually nominated by faculty coordinators and Principal.

An Investiture ceremony is organised in the initial month of every academic year to appoint and invest the elected captains and representatives with due responsibilities. With an aim to polish their leadership skills, a Leadership Training Programme is organised in association with ICT Academy every year.

The Council is responsible for organizing National festivals, College festivals, Social functions and even some internal functions like farewells. They are entrusted with maintaining discipline and decorum within college. The council members take active part in Library Orientation Program. They regularly voice suggestions raised by their peers on the working of cafeteria, college sanitation and student behaviour. They assist the functionaries during the admission procedure and are also part of the college promotion team.

Student Representation on Academic and Administrative Bodies:

- **Organising Events & Functions:** Student Council members are part of committees for planning and organization of Orientation Day, National Festivals, Teacher's Day and other events that cut across departments like Euphoria, Mayurika etc. Students take initiatives in organizing Blood Donation Camps and Swatch Claret programme. These provide them opportunity to exhibit their leadership, innovative and organizing skills
- **Clubs and Associations:** Students are active members of clubs and associations like NSS, NCC, Women's Club among others. There are two student representatives for each club. Participation help them gain invaluable leadership, social and personal skills
- **Assists IQAC:** IQAC takes necessary initiatives to improve the overall quality of education. Selected students act as representatives in the cell. Their suggestions help set quality benchmarks for academic and administrative activities
- **Class Committee:** A class committee comprises of two class mentors, class representatives and club representatives from the class. The committee has the overall goal of improving the teaching-learning process
- **Anti-Ragging Cell:** Student representatives are actively participating in Anti Ragging Cell which is formed to address the grievance of the students in case of report of such incidents
- **Placement Cell:** The institution has an active Placement Cell wherein student representatives take initiatives to organize placements, contact and source companies
- **Library Committee:** Student members not only suggest shortage of curricular books but also give valuable inputs for enabling facilities

The Student Council members are at the forefront of all the events and programmes organised in the college.

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

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

Response: 14.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	16	14	14	12

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

5.4 Alumni Engagement

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

Response:

St. Claret College inaugurated the Alumni Association in the year 2014. Since its inception, the association has continued to grow in terms of alumni involvement as well as its activities. The events and activities are planned during the Alumni Association Annual Plan well in advance and the proposal for the annual activities and tentative dates are decided during the meeting. Efforts are continually made to strengthen Alumni Relations through continuous engagement.

Annual Alumni Meet: CAM and Homecoming

Homecoming: The Annual Alumni Day, has alumni actively taking part in cultural events and sport events. Each year, the Core Council members of one academic year take up the responsibility of organizing Homecoming.

Alumni Elections: The Annual Alumni Meet is also the day for alumni elections, where the elections are held for the post of President and Secretary for Alumni Association and the results are announced on the same day.

Executive Council Members: In 2016, the association announced its decision to select 12 members from various departments who would make up the Executive Council. This is to ensure wider participation and initiatives from the Alumni Association in the upcoming years.

HANDSHAKE: The Alumni Association, in collaboration with Placement Team of the college has been organizing the event 'HANDSHAKE' from 2017 to discuss career prospective and career advancement.

CROSS ROADS: This a formal get-together of former Students Core Council members of SCC. The agenda is to discuss means to strengthen SCC alumni and enhance the working of the association through them.

Extension activities: The Alumni Association conducts outreach programs and has continued to do so since 2017. They visit an orphanage or an old age home, interact with the inhabitants of the place and provide lunch and other necessary items that the establishment might require.

Alumni Scholarship: The association has instituted Overall Excellence award to commend a first-year student's overall performance and Kreedaratna award, to laud students exceling in sports.

: The alumni financial contribution towards college programs is commendable. In the year 2017, the alumni contribution towards INIT 2K18 was the highest among all sponsors.

Alumni Non- Financial contribution: The alumni help in organizing and judging events like *Euphoria*, *Recipro* and *Mayurika*, conducted by Culture Club, and *Athenia* and other events related to Sports club.

Alumni as Resource Person: Alumni of various departments are invited to interact with students both on departmental basis and to the college as a whole. 18 alumni talk have been recorded between 2014 and 2019, where alumni have been invited to either conduct seminars or workshops or to give an alumni talk or guest lecture.

Between the academic years of 2014 and 2019, the institution has conducted 30 LSDP sessions for first- and second-year students, where Alumni were resource persons.

Alumni Feedback System: The comments given by alumni on the existing curriculum is recorded and analysed for curriculum enrichment. The departments of the college tabulate the curriculum feedback every year and present a chart depicting response of students towards existing curriculum.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

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

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 25**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
6	7	6	2	4

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college aspires to fulfil the dreams of its Heavenly Patron, St. Anthony Mary Claret, a 19th century Catholic Archbishop of Cuba and Founder of the Congregation of Claretian Missionaries. He was a profound visionary, teacher and a humanist who sought to serve God and fellow humans. In tune with the Claretian mission of responding creatively to the needs of God's people, St. Claret College came into existence in the year 2005, as an affiliated college of Bangalore University. The college has since been dedicated to nurturing a stimulating intellectual environment where students from all walks of life pursue knowledge, hone talents, overcome challenges, attain cultural sensitivity and equip themselves with skills for a fulfilling life.

The Vision and Mission of the college foregrounds the importance given to holistic education:

Our Vision is “to promote educational excellence, leadership and service based on universal love and brotherhood in an environment characterized by respect for the individual and concern for community, so as to effect holistic transformation in each student”

Our Mission is “to form intellectually competent, professionally skilled, spiritually vibrant, morally responsible, socially just and culturally sensitive global citizens, through holistic Claretine education, to advance a civilization of love.”

The institution follows a democratic and participatory mode of governance with the Management, Principal, Vice Principal, IQAC and faculty participating actively in fulfilling the mission and vision of the college. Governing Body takes all policy decisions of SCC. General Manager, as Head of Claretian Congregation in India, makes very important decisions. Management Committee decides on the administrative and routine running of the college. The Principal is the Head of the academic and administrative wings of the college and is assisted by the Vice Principal, IQAC, staff council, HoDs and office staff. The IQAC takes initiatives in planning, implementing and streamlining the various quality improvement strategies of the college. The Heads of Departments, the Coordinators of various committees and cells along with the faculty play an important role in taking the college forward fulfilling the vision and mission. Regular meetings between student council and the faculty and management have been very effective.

Through this inclusive model of governance, SCC motivates community to work synergistically towards fulfilment of goals:

- Nurtures the intellectual abilities of students through academic rigour that fosters creative, critical and independent habits of thought and expression.
- Provides well-crafted development programmes to deepen academic engagement and active learning on frontiers of knowledge.
- Provides new academic challenges through certificate courses, diploma and advanced add-on

courses with avenues for research and innovation in the college.

- Strengthens existing networks and linkages with industry, social sector and organizations of higher learning and research to enhance professional opportunities.
- Contextualizes learning through community engagement and extension activities, providing students 'socially relevant knowledge'.
- Nurtures talent and develops soft skills through a wide gamut of extracurricular and co-curricular activities.
- Fosters self-discipline and the spirit of selfless service through strict adherence to the core values of the college and through regular visits to rural camps and other initiatives of social action.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Since the last cycle of accreditation, there has been an increase in the number of activities and the strength of students and faculty members, which called for a reorganisation of the Management organisational structure. To provide faculty with open lines of communication with the Management and to smoothen the workings of administration, the Management created the position of Vice Principal. The newly appointed Vice Principal took charge in August 2014.

Administration

The post of Vice Principal is that of an assistant educational administrator. His duties include processing paperwork and preparing or maintaining information files, records and reports, handling complaints and resolving grievances. He assists the Principal in the institutional administrative matters and helps fulfil short-term and long-term strategic plans. He consults with the Principal to develop course schedules and executes college programs. He organizes and directs committees of volunteers, specialists and staff to provide either advisory or technical assistance for programs and develops partnerships with communities or organizations to help meet educational needs of students

Curriculum

The Vice Principal coordinates, directs and plans the academic or auxiliary activities of the college and ensures that the college imparts a holistic education. He conceptualizes goals for the college and identifies objectives for instruction and co-curricular programs, assists in planning class schedules, ensuring academic success of students by augmenting curriculum, evaluating teachers, and dealing with college-community relations.

Discipline

Vice Principal is responsible for student discipline, classroom observations, facilitating parent meetings, maintaining schedules and handling logistical matters along with Principal. He oversees students'

discipline and makes sure that the rules and regulations are diligently followed by the students. He assists in defining and enforcing policies and guidelines for students and staff at the college. He administers appropriate disciplinary measures after breaches have been observed and the due process are followed by the student discipline committee. He handles student attendance and discipline problems at the administrative level, from coordinating policies to supervising and directing student disciplinary matters including remedial measures.

Mentor & Counsellor

Vice Principal helps maintain a positive and vibrant college culture. He acts as a mentor and counsellor to students regarding academic, personal, behavioural or vocational issues. He makes decisions by analysing information and finding a suitable solution, along with developing cooperative and constructive working relationships

Safety and security

Vice Principal is responsible for creating a safe college environment, including reviewing and evaluating adherence to college and building codes; planning emergency drills, evacuations, lock-downs; and reviewing injury and incident reports. He supervises support services for special needs students as well.

Additional Duties

In the absence of the Principal, the Vice Principal takes care of the entire academic and student related matters on campus and ensures smooth running of the institution. He assists the Principal in writing professional growth plans and arranges workshops. He also assists the Student Welfare Officer in conducting orientation for the new incoming students.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The college had charted a long term Perspective Plan for a period of ten years starting from 2010-11 to 2019-20, taking into consideration the seven quality indicators stated by NAAC. It was arrived at based on feedback and SWOT analysis conducted. It was an inclusive process as recommendations by various stakeholders were taken into consideration before arriving at the final plan. IQAC played a crucial role in the composition of it.

One of the targets under Perspective Plan was to start a new PG programme – Master of Social Work – in SCC. This was made a reality in the academic year 2018-19.

Successful implementation based on Strategic Plan- PG Course- MSW

With the successful introduction of M. Com PG Course in the academic year 2017-18, it was an inspiration for the Management of SCC to proceed with introducing a PG Course in Master of Social Work.

With an aim to fill this gap and owing to the growing impetus given to social work by new generation students, IQAC in consultation with the Management decided it was appropriate to start this course at the earliest.

In earnest, the administrative office prepared and submitted a proposal to Bangalore University. Consistent follow up was carried out by the college administrative office in this regard while the management made all necessary arrangements to augment the infrastructure required for introducing the course. The purchase committee took into account essential requirements and contacted various suppliers with quotations, giving approval for the lowest quotation. Following this, the proposal of expenditure was sent by the Principal to the parent office for final approval and necessary purchases were made soon after the receipt of approval. A major imperative was the induction of qualified faculty on a regular basis. This was taken up in earnest and successfully achieved.

The library committee was also intimated regarding the required books purchase. Library committee, in consultation with the faculty of MSW Department, prepared the list of required reference books and accordingly the orders for books were given to publishers.

With the necessary prerequisites in place, the management applied to the University for Initiation of MSW Course on 06/12/2017 for 40 seats. The university however had sanctioned 30 seats on 50-50% basis (50% Management and 50% University) keeping in the line with the government regulation prevailing then.

The LIC team visited on 16/3/2018 and forwarded their recommendation to the government and after scrutiny and approval by the concerned government officials the final order from BU was released on 28/07/2018. From the point of execution of this plan, 6 students have joined SCC for MSW, thereby bringing the plan into fruition in the academic year 2018-19.

Social workers play a very crucial role in the development of our nation and upliftment of the poor and underprivileged. MSW students of SCC have this as their aim.

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

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

Response:

The institution has a highly motivated and committed Management that guides the educational and administrative mechanisms of the college. The highest administrative body of the institution is the Governing body of the College.

The Governing Body of the college is the highest decision making body that works in close collaboration with Managing Committee to regulate and maintain congenial and academic environment required for the college purpose. The Governing body plans, approves and monitors the policies and evaluates the functioning of the institution. It meets twice a year.

General Manager is the head of the Claretian Congregation in India and he is the one who appoints the Managing Committee, and makes all the major appointments like that of the Principal and Vice – Principal.

Managing committee under the leadership of Manager guides administration to make strategic decisions and takes care of the regular running of the college. It meets once a month to take stock of the situation and to guide the institution.

Principal is the instructional leader of the institution. He provides leadership, direction and coordination within the Institution. Principal looks after smooth functioning of academic and administrative activities.

Administrator manages routine activities like budgets and ensures financial systems are followed correctly. He also purchases goods and equipment, processes invoices, support systems and other activities that keep the institution to function smoothly.

Vice Principal is the assistant educational administrator. He assists the Principal in the administrative matters of the institution and ensures that the college provides holistic education to students.

IQAC coordinator takes care of the development and application of quality benchmarks and parameters for various academic and administrative activities of the institution, facilitates the creation of a learner-centric

environment collects and analyses feedback from all stakeholders on quality-related institutional processes and disseminates information on various quality parameters to all stakeholders.

HODs support Principal in execution of the plans and supervise the smooth functioning of their respective departments. They strive to achieve goals in consultation with the faculty and distribute work to the faculty. They plan and conduct seminars, workshops, guest lectures etc.

Accountant plays a major role in maintaining the accounts of the Institution. He summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and substantiates financial transactions by auditing documents.

Exam coordinator is responsible for the effective conduct of internal and university exams while ensuring quality standards and university requirements.

Office Manager works as the head of the Office Staff, guiding and coordinating the activities of the Office.

Student Welfare Officer is the one who deals with student issues and their welfare measures.

Librarians see that Library functions as the resource and learning centre of the college.

Physical Education Director takes care of the fitness and physical wellbeing of students.

Placement officers ensure that all students who opt for placements are placed through conducting training programs and bringing companies to the campus.

PRO is the link of college with other stakeholders and outsiders.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1.Planning and Development

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

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

Response: A. All 5 of the above

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

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

Response:

St. Claret College envisions itself to be the best and sought after college in the foreseeable future. Various bodies/cells and committees are instituted towards achieving this aim. These bodies have regular meetings where important resolutions towards advancement of SCC are made and followed through. One such committee is the College Promotion Committee that endeavours to promote the admissions intake of the college over the years.

Activity – College Promotion

College Promotion Committee periodically conducts meeting and reviews the plan for increasing student admission in the college year after year. This committee plans how they could reach out to all corners of Bangalore, other States and overseas, thereby encouraging a cosmopolitan outlook. SCC has entered into an agreement with various agencies like shiksha.com, college search, college dunia, just dial and others to reach out to all sections of students across the country and overseas through their search engines. Whenever enquiry is received, they are promptly attended to and all the required information are furnished.

Apart from the above, the promotion committee distributes various complimentary gifts like calendars,

diaries, pens and study materials to various schools, and junior colleges in and around Bangalore. Further, the promotion committee deputed their teams to various national and international fairs where promotion resources are displayed and enquiries attended to.

Through conduct of traffic awareness programs the promotion committee has put in efforts to promote the cause of the college to the general public and the institution is made known through these initiatives.

The institution credentials are also communicated through social media like Facebook, Twitter, LinkedIn, WhatsApp and also through All India Radio and during the movie advertisements in the theatre.

Another major effort is made by conducting guest lectures, inviting Heads of various PU Colleges and higher secondary schools to the campus and explaining to them salient features about the college which in turn contributes to word-of-mouth promotion. Standees at important metro stations are displayed about the courses offered and excellence of teaching in our college is made aware to the travelling public. Parking stickers are provided to students and staff, who are daily commuters, as it could create lasting impressions about the college. Banners are also given to faculty and staff of our college to display it in front of their houses.

The above mentioned activities have gone a long way in the promotion activities as a result of which a steady increase in the strength of students can be seen in each academic year which is also commensurate with the growth in the infrastructure.

YEAR	NO.OF ADMISSION
2018-19	611
2017-18	513
2016-17	356
2015-16	332
2014-15	340

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- **Free Education** is offered to wards of teaching and non-teaching staff of St. Claret group of institutions, under the scheme of 'Nurture', Claret's Financial Support Programme.
- **Increment** is offered to faculty members of the institutions for Ph.D., NET and achieving other higher qualifications.
- **Interest free loans** are provided to both faculty and staff members of the institution.
- **Soft loans** are provided for laptops, which the faculty members can avail.

- **Christmas gift** are provided every year for both teaching and non-teaching faculty members.
- **Marriage gifts** in terms of monetary gift is provided by the institution.
- **Membership fees** is covered by the institution.
- **Research grant** is provided by the institution to faculty members who are a part of major and minor projects. Further, teachers who publish research work in reputed journals are considered for financial incentives, provided the paper is published in Scopus or UGC approved journals.
- **Financial assistance** is provided to faculty members who wish to pursue higher studies. This scheme aims at encouraging faculty members to pursue independent doctoral research/M.Phil/Post-Doctoral Studies to enrich their academic specializations and in turn enhance the quality of education of the college.
- More number of **On Official Duty** leaves of absence is provided to faculty members pursuing Ph.D.
- **On Official Duty** leaves of absence is also provided to faculty members who are attending conferences, FDP, etc.
- Faculty members participating in Conferences/FDP are eligible for **reimbursement of fee**, covering travelling expenses and Registration fee.
- **Staff picnic** is periodically held for teaching, non-teaching and ministerial staff to unwind and foster better inter personal connections.
- **Free Tea** is provided to faculty members during the short break, in between classes.
- All the full-time faculty members are covered under Employ's **Provident Fund** immediately after the confirmation of the job and from the very first salary as per the prevailing government norms.
- **Extra- ordinary leave** is provided to faculty and staff members on grounds of medical ailments or to pursue advance studies, if the faculty has completed a minimum of 3 years continuous and permanent service.
- **Maternity/paternity benefits** with full pay is granted to permanent female faculty members for a period of up to three months.
- **Gym**, with latest fitness equipment, is at the disposal of the staff and faculty members to utilize.

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

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

Response: 62.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	38	27	12	21

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

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

Response: 3.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	3	2	2	2

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 18.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
52	0	0	0	0

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

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

Response:

St. Claret College has a 360 degree **Performance Appraisal System** done every semester for its teaching and non-teaching staff. The Appraisal of teaching faculty is reviewed based on:

- Student results,
- Punctuality,
- Commitment,
- Teaching skills,
- Number of papers presented,
- Number of conferences and workshops attended,
- Research projects undertaken and
- Involvement in other college activities.

Non-teaching faculty are assessed based on:

- Attitude towards public, co-workers, staff/student relation,
- Job performance,
- Proactiveness and
- Behaviour towards supervisor.

Faculty performance is also assessed by HOD, Principal and Management. Student's feedback on teachers and teaching-learning process are reviewed with utmost diligence. Annual performance report of Heads of Department helps in evaluating faculty.

Appraisal for Teaching Staff

The appraisal system for teaching faculty includes appraisal by students, HOD appraisal, Peer Evaluation, Self-appraisal and appraisal by Principal.

Appraisal by Students

Each Semester, students evaluate their respective subject teachers, which paves way for improved performance. This is done to examine and analyse the effectiveness of faculty's teaching, its outcomes and provides room for improvement.

The appraisal has units of rating scale:

1=Unsatisfactory 2=Satisfactory 3=Good 4=Very Good 5= Excellent

This rating scale is the same for all appraisals.

And five criteria upon which the students evaluate the teacher:

- Teaching Techniques and Learning Devices
- Intellectual Competence & Professional Skills in the Subject
- Course Objectives & Curriculum Planning
- Mentoring & Extra-Curricular Activities
- Personal Mission, Values and Interpersonal Skills.

HOD Appraisal

Teachers are assessed by their respective HOD as per their teaching and contribution to professional related activities based on these criteria:

- Institutional Commitment
- Class Room Management
- Teaching Compliance
- Functional Responsibility
- Team Member
- Overall Assessment

HOD gives feedback on innovative and creative contribution towards quality improvement in teaching/learning process.

Peer Evaluation

Peer evaluation will be done confidentially for all faculty members of the department by all the other faculty members of the same department based solely on professional relationship.

The following traits will be assessed:

- Personal Charisma
- Interaction
- Team Spirit
- Cooperation
- Flexibility
- Initiative
- Commitment
- Regularity
- Subject Knowledge
- Class Room Management
- Teaching Ability
- Reading Habit
- Knowledge Sharing
- Workload Sharing
- Colleague Mentoring
- Contribution
- Overall Value Addition

Self-Appraisal:

Faculty members assess their strengths and areas of improvement through self-appraisal. They also assess their special contribution to the department/ college (if any) during the academic year.

Appraisal by Principal:

Based on Student, HOD, Peer and Self-Appraisal ratings, Principal will appraise faculty members every semester which strengthens their leadership practice by focusing on institutional, personal and students' achievements. Principal will add additional features which will be relevant for their performance and continued growth.

Appraisal for Non-Teaching Staff:

In case of non- teaching staff, there is student feedback, peer appraisal within staff members as well. The criteria based on which students evaluate staff are:

- Job knowledge
- Quality work
- Initiative and motivation
- Behaviour
- Problem solving skills
- Communication skills
- Willingness to help

- Professional and etiquette

All measures are made to keep the system transparent. This bi-annual Appraisal system helps faculty members evolve and improve as an effective teacher or staff member.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

INTERNAL CHECK:

The institution has an internal check mechanism, in addition to its external audits. The Office Manager carries out this ongoing continuous process; performing a thorough check and verification of all vouchers, supporting documents, records and books, cash transactions and check payments. The verification of financial aspects of the events conducted in and by the college is also undertaken by him.

The mechanism of Internal audit within the institution are as follows:

- Evaluation of Internal control system.
- Verifications of student's fee registers
- Authorization of fees concessions, controls, policies
- Examining the statutory payments to different bodies like EPF, ESI, TDS, Income Tax
- Periodical interdepartmental stock checking reports

EXTERNAL AUDIT:

External audit is carried out in an elaborate manner on a yearly basis by **PHILLIPOS & Co, CHARTERED ACCOUNTANTS, FIRM REG. NO. 002650 S**. The accounts of the institution are audited regularly by both Internal and statutory auditors. As of now, no major findings or objections have risen. Minor errors of omissions and commissions pointed by the audit team are immediately rectified and corrected. Precautionary steps are also taken to avoid references of such errors in future. Mechanism of External Audit includes:

- Examining the procedures and policies and regulations
- Vouching the receipts by JV, payments, PO, etc.
- Verifying the salary payment, TDS, Income Tax, EPF, ESI, Professional tax, Gratuity, etc
- Examining the property titles, approvals, fee payments to regulation bodies
- Evaluating fee receipts

- Certifying the audit report and filing the Income Tax returns regularly
- Carrying out audit in accordance with the rules of the financial statements.

File Description	Document
Link for Additional Information	View Document

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

Response: 83.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	7.49	6.70	1.05	29.40

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

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

Response:

The institution ensures effective financial management through comprehensive planning, accounting, reporting and the protection of assets from loss, damage and fraud. The college regulates its financial management through internal rules. Regular and standardized budgeting with requisite internal checks and external auditing procedures are followed to ensure sound and effective mobilisation and utilisation of resources.

The financial outlay and budget planning does take into account the academic annual planning and the proposed activities for the academic year.

MOBILISATION OF FUNDS

The institution mobilises funds primarily through the following channels:

- Fees collected from students
- Financial assistance from Management
- Endowments and Scholarships
- Interest on Investment funds
- Assistance from philanthropists
- Central/State Government funding for NSS and NCC
- Funding from government bodies like Higher Education Department for programmes like Unnat Bharat Abhiyan
- Management contributes by way of scholarships the payment of term fees to needy students, financing of the construction of buildings, maintenance and infrastructural development of the college
- College also earns by renting resources like classrooms, auditorium, seminar hall for various public exams like KSET, KPSCE, Police services etc
- Alumni contributions
- Rent from facilities of college

The institution has put into place various measures and systems to ensure proper management of finances. Apart from regular internal checks, external audit is carried out comprehensively on a yearly basis by the firm PHILIPPOS & Co.

OPTIMAL UTILISATION OF FUNDS

The annual fees from the students serves as the major source of fund for the college. The college has well defined procedures for allocation of funds to various segments of the college. Day-to-day financial transactions are monitored by the college bursar. The final approval is of the Principal. All financial protocols are diligently followed at every level.

The mobilized funds are primarily utilised for:

- Payment of salary to the staff
- Various research & project activities
- Professional development and administrative training programmes (Workshops, FDPs, Seminars, Conferences etc)
- Sports and cultural activities
- Carrying out campaigns, surveys and such
- Training & Placement programmes
- Student and staff support measures
- Software & Internet charges

- Library resources
- ICT infrastructure - installation, maintenance and renewal
- Repair & maintenance work
- Printing & stationary work

The institution also carries out significant cost saving measures as part of optimal utilisation of resources:

- Keeping control on unnecessary wastage of electricity, air conditioning, lift, etc.
- Internal communication is circulated over emails
- Students are encouraged to keep the campus clean to save avoidable expenses on cleaning
- Optimal utilization of manpower in both academic and administrative areas

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC at SCC is an internal body of the institution that assures internal quality through different initiatives. It aims to prepare the institution for the accreditation and assessment through resourceful vision. It also focuses on the mission and vision of the institution and strives for its realization through various activities and functioning.

Two of the IQAC initiatives at St. Claret College are:

1. **Faculty Empowerment**
2. **Student Capability Enhancement.**

IQAC initiated various strategies for the development and the quality sustenance of the college under these two aspects.

1. **Faculty Empowerment** is a process of improving the quality of faculty members on a regular basis. The college ensures faculty empowerment through different means.

- The primary means is **research**. There are various research activities conducted by the institution. **Conferences/seminars/workshops/FDPs, research projects and paper presentations** are important initiatives of IQAC for the improvement of research.

- **Faculty Development Programme** is a major method of professional development connected with their academic knowledge and research activities. It has assurance of successful outcomes in teaching and research activities of faculty members. It also extends the scope of collaborations and professional discipline with a futuristic vision.
- **Conferences** conducted by IQAC are a regular undertaking of the cell. IQAC conducts conferences connected with relevant disciplines. Conferences increase the scope of interdisciplinary research, initiate inter departmental collaborations and ensure a research-oriented perspective in the institution.
- Further, the college appoints faculty members who have qualified UGC NET/K-SET and Ph. D, and encourages existing faculty members to qualify the NET/KSET and enrol and complete the doctoral degree. As an IQAC initiative, the college management offers special salary incentives to those faculty members who clear NET/KSET and complete Ph. D.
- **MOOC** is also another method of faculty empowerment which is initiated by IQAC. Massive open online course (MOOC) is an online course aimed at large-scale interactive participation and open access via the web.

1. **Student capability enhancement** is also another aspect of the IQAC initiative for the development of the institution. It is done through various activities like LSDP, PSDP, Add-on Programmes and MOOC courses.

- **LSDP or Life Skill Development Programme** sessions incorporate life skills within student community. This is one of the methods that imparts the vision and mission of the college through awareness programmes.
- **PSDP or Professional Skill Development Programme** is a training session for the acquisition of the professional skills. It is an orientation for the students to sharpen their professional skills like presentation skills, problem solving skills, participatory skills, leadership skills, linguistic skills, Etiquettes and organisational skills.
- Students are encouraged to enrol in **MOOC** connected with their discipline of study. Many students enrol for the courses.
- **Add-on Programmes** are courses offered to the undergraduate and post graduate students additional to the regular curriculum. It gives the theoretical and practical sessions on subjects that fall outside the preview of student curriculum.

Through these are various other means, IQAC ensures that quality is maintained and improved in the institution.

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

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

Response:

As per the recommendations of IQAC, two areas where reforms were instituted to energise the teaching-learning process are:

1. Calculating Course Outcomes (COs), Program Specific Outcomes (PSOs) and Program Outcomes (POs)
2. Effective feedback system and augmenting collaborations with industry and academia

1. Outcome Based Education (OBE) - Evaluating COs, PSOs and POs

Outcome-based education is an approach to education in which decisions about the curriculum and instruction are driven by the learning outcomes that the students should display at the end of a program or a course.

St. Claret College has adopted the Revised Blooms Taxonomy as the methodology to assess Outcome Based Education – POs, PSOs and COs. The dimensions of learning covered are:

- Cognitive
 - Cognitive Processes
 - Knowledge Categories
- Affective (Emotional)
- Psychomotor
- Spiritual

Designing of POs, PSOs and COs:

- Program Outcomes (POs) are aligned with the model for UG courses given in the NAAC SSR Guidelines.
- Program Specific Outcomes (PSOs) – All the faculty members of the departments came together, discussed and identified 4-5 program specific outcomes for each programme. This was presented in a common meeting of all faculty members and then approved
- Course Outcomes (COs) – Faculty member/s who teach a particular course come together to finalise the course outcomes. Around 5-7 course outcomes are identified for each course.

Courses are defined in terms of course outcomes and are assessed as per assessment patterns. Students learn well when they are clear about what they should be able to do at the end of a course. The assessment instruments determine students' CO attainment. Any gap in the CO attainment leads to planning for closing the gap or to enhance the CO targets. PO and PSOs are achieved through CO attainment.

The institution ensures the attainment of outcomes (COs and POs) by the students in the course of three years. The attainment evaluation system followed by the Institution ensures error free calculation of attainment of outcomes and are conveyed to all the stakeholders at regular intervals.

If the level of attainment is less than expected, introspection and brainstorming exercises are undertaken by faculty and management and remedial measures are deployed to ensure desired attainment. If the

achievements exceed the planned targets, we work towards “raising the bar”. At the end of the programme i.e. three years, institution gets a clear idea of attainment of POs and PSOs. This helps the institution to gauge the progress made with regard to accomplishment of POs, PSOs and COs.

In spite of gaining educational experience, students generally lack necessary skills to adapt themselves to the changing times and employability. Outcome Based Education (OBE) addresses this lacunae and aims at improving the acumen of students.

2. Effective feedback system and augmenting collaborations with industry and academia

St. Claret College has a specific feedback system related to curriculum and institution. The process analyses the gaps of knowledge and skills connected with institution and curriculum design. Based on the feedback, the institution takes necessary actions. Institutional changes like infrastructure, environment and administrative systems are transformed according to the received suggestions. The curriculum is designed by Bangalore University and the institution implements various courses to fill the knowledge gap. Add on courses, value added courses, certificate courses, internships and several industry-academia collaborations are some of the methods to fill the knowledge gap.

Feedback is elicited in five areas: teacher, student, employer, alumni and parent. The questionnaire of the feedback is given to all five categories based on different aspects of curriculum, infrastructure and the knowledge of the learner. Feedback system helps to improve the learner quality in the upcoming years.

IQAC regularly monitors the gaps which are identified as part of outcome based education and transparent feedback mechanism and suggests strategies for the rectification.

Linkages and MoUs are a part of the active learning process in an academic environment. St. Claret College has linkages and MoUs with various organisations and industries depending upon the need. It helps for the mutual development of the both the parties. There are certain linkages which are renewed every year and there are certain linkages which have the duration of three years. There are various activities conducted as a part of the collaborations and it is a part of teaching learning process also. Faculty members also do collaborative works with various agencies and experts from relevant fields.

St. Claret College is committed in establishing collaborations with the local industries, Government and Academia. In this direction, MoUs and linkages are established with the organisations for student internship, industrial visits, workshops, vocational training etc. This enables to make classroom teaching more interesting and industry relevant and practical oriented.

Based on need, the interactions could also extend to providing opportunities to do research and consulting for the industry and explore other synergies as may be mutually deemed fit.

The institution has established linkages with various firms and associations over the years so as to strengthen the societal connect. Around 100 collaborative linkages have been initiated in the past five year period. St. Claret College has entered into formal collaboration for research, entrepreneurship and extension activities with S-Vyasa Yoga University, Indian Social Institute, Peenya Industries Association, KASSIA, AWAKE, World Vision India, Samudra Foundation etc. Efforts are also made with government agencies for research funding.

Collaborations are a contract signed between two organisations or associations or institutions for

academic benefit. Collaborations are a quintessential part of education at SCC and aims to provide abundant opportunities to students to explore and experience various nuances of education. Such exposure enhances students' personality and broadens their vision.

Collaborations could lead to internships, guest lectures, jobs, workshops and other activities which are helpful for mutual development. Research and development (R&D) centres are mushrooming across Asia as large corporates embrace partnerships with academic institutions for collaborative innovation, as well as the opportunity to recruit fresh talent with the specific skills these companies need. There is heightened need of good candidates who are a good fit, equipped strongly with necessary skills. Collaborations between industry and academia are the way forward.

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

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

Response: 7

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**

4.ISO Certification**5.NBA or any other quality audit****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

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

Post first cycle, the following quality initiatives were undertaken to refine the educational experience at St. Claret College:

CURRICULAR ASPECTS

- SCC introduced 4 UG programmes, 2 PG programmes and 2 PG Diploma programs in last 5 years. Both vertical and horizontal growth is recorded in the introduction of new programmes
- Based on the recommendations to initiate B.Sc courses, college has re-started it and have plans to increase the number of science courses
- Feedback on curriculum, institution and teachers are taken from all the stakeholders
- Offered more than 50 certificate/add on and 32 value added courses in last five years to help students to be competent enough to get into corporate world

TEACHING-LEARNING AND EVALUATION

- IQAC conducts Academic Audit and performs a review of the teaching-learning facilities
- 33 Add-on programmes were introduced to improve the learning outcome of students
- Initiated 360-degree performance appraisal system to improve the quality of instruction
- The college has taken measures to improve the outcome of teaching-learning process 100 percent of

- the classrooms have ICT facility and all teachers use ICT to improve their effectiveness
- Steps were taken to recruit qualified teachers - There are more than 10 faculty members with Ph. D, 6 faculty who are waiting for their final viva and another 4 pursuing their Ph.D
 - Introduced Google Classroom to help teaching-learning process
 - Training programmes were organized for teaching faculty to maximize the use of Learning Management System in place
 - Faculty has a positive attitude to develop e-content and has completed MOOC and other courses on Swayam and NPTEL platform
 - We find a considerable increase in the pass percentage from 2014
 - The performance of students in exams has considerably increased in the last 5 years
 - Remedial classes are conducted every year for slow learners under the guidance of IQAC
 - College gives 100% scholarship to meritorious students with 93 or above percentage who come from St. Claret PU College and 50% scholarship to students who are from other colleges. Those students who have 88 or more percentage get 10-15% scholarship. There are also scholarships in the fields of sports and culture

RESEARCH, INNOVATIONS AND EXTENSIONS

- Faculty members have published 128 research papers in UGC approved journals. We have nearly 175 papers in edited books and conference proceedings
- All support is given to the permanent faculty members to take up major and minor research projects
- College has entered into a linkage with IIT Madras for plagiarism check and IPR related issues in publication
- College has allocated Rs. 1,50,000 as fund each year to promote minor research and also has applied to UGC and other agencies to support research activities by our faculty members
- An MoU was signed with S-Vyasa Yoga University. Possibilities are being explored with other institutions like Christ, deemed to be University. College also has a linkage with Central University of Mizoram for research and extension
- We entered into formal collaboration for research and extension activities with S-Vyasa Yoga University, Indian Social Institute, Peenya Industries Association, KASSIA, AWAKE, World Vision India, Samudra Foundation etc. Research Promotion Cell encourages and facilitates faculty in their research activities
- We are also institutional member in ICT, IEEE, AWS, etc. More than 50 percent of our students did their internship in last academic year
- There are regular industrial visits organised wherein they are exposed to practical learning. Also, industry stalwarts are invited to talk to students
- NCC was started in the year 2018
- College plays an active role to promote the neighbourhood. We undertake many developmental activities

INFRASTRUCTURE AND LEARNING RESOURCE

- With two volleyball courts, one football court and many badminton courts, college has ample facility to take care of the co-curricular and extra-curricular needs of the students
- Number of basketball courts were increased from 1 to 3
- College Gym facility is available and open for the students
- There are two girls hostel and one boys hostel for students
- There are numerous paying guest facilities also available around the college
- With regards to library facilities, we have around 21,671 books with a lot of reference books and journals
- Library space was expanded with a reading room. PG library facility was also opened
- 20 Desktops have been installed in the reading room

- 193 Desktops, 8 laptops available. Installation of 120 cameras, 193 LCD Projectors, and Wifi facility in all classrooms were done
- Internet bandwidth speed was increased
- Recording facility, TVs in departments and a new state-of-the-art conference hall were instituted
- School buses are used whenever the need arises

STUDENT SUPPORT AND PROGRESSION

- The college is monitoring the progression of students in higher studies and placements
- The percentage of student who have opted higher education during last five years was 8.79%.
- Two placement officers were appointed to take care of placements and we conduct Placement training and also give aptitude training to students so that they could clear aptitude tests.
- 625 students were placed in different companies during last five years
- Training is given for competitive examinations. NET coaching is open for students

- 76% percentage of students benefitted by guidance for competitive examinations and career counselling offered by the institution during last five years

- The percentage of students who applied and qualified in state, national and international level examinations during last five years was 97.77%
- The percentage of students benefitted by scholarships and freeships provided by the government during last five years was 7.56%. 470 students have benefitted.
- The performance of students in exams has considerably increased in the last 5 years
- Alumni are an active presence in all college functions and take part in organizing events too. They come as resource persons and judges for various events

GOVERNANCE, LEADERSHIP AND MANAGEMENT

- Faculty are attending more FDPs and 100% of our faculty have participated in FDP every year
- 20 FDPs were conducted in last five years

INSTITUTIONAL VALUES AND BEST PRACTICES

- College now uses LED bulbs for 100% of lighting needs
- Solar panels were installed and this takes care of 60% of electricity needs
- Water harvesting facilities are installed for efficient use of water
- Green Audit and Energy Audit are conducted

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 74

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	12	15	12

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

7.1.2

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

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

Response:

Safety and Security: The college adheres to the strictest standards when it comes to ensuring the safety and security of its students. It has an **Anti-Ragging Cell**, means of public display of information regarding ragging prohibition, along with the consequences stated upon the violation of its order. Parents and their wards are required to sign affidavits promising not to indulge in ragging. No instances of ragging have been reported during the reported period.

- **Grievance Redressal Cell** has been instituted to look into redressal measures for the reported period. Students have suggested various grievances which have been grouped into different categories namely- Infrastructural, Faculty Teaching and Time Management issues.
- **Discipline Committee** ensures that discipline is always maintained within the college and is adhered to by all students regularly, particularly during fests, graduation ceremonies etc. The committee meets frequently and assigns responsibilities for smooth functioning and avoidance of disciplinary issues.

- The college has a strict **security system**, considering the huge number of students within the Campus. **Security guards** have been placed at extremely vital points within the campus and near the gates.
- Students who leave the college premises during college hours for official purposes are issued **Gate Pass**. This is stringently enforced and checked upon as they leave the college premises. Grills have been placed along the corridors of the college to prevent any untoward incidents or mishaps involving any member within the college campus.
- **CCTV Surveillance cameras** are installed on the corridors and in the classrooms to ensure the safety of the students and staff on campus. It also helps the Management to keep a watchful eye on the happenings within the college and to take appropriate actions in case of any misdemeanour.

Counseling: A Counsellor has been appointed by the college to provide counseling sessions and therapy sessions. In the reported period, many students availed individual counseling services. The sessions have helped students deal with challenges pertaining to self-esteem, depression, discipline, relationship and familial issues.

Common room: Due care has been exercised to look into welfare measures to help students rest and recuperate. The college provides personal lockers for safety purposes as and when required. **Amenities room** for both boys and girls are available within campus, replete with lockers, a bed and study table. Lady faculties are also provided with a common Ladies' Rest Room with basic amenities for personal use including wash room and comfortable arrangements made for seating and rest.

Gender Equity initiatives: College initiates and conducts various activities aimed at empowerment of women and gender equity. Through initiatives like Street Plays, Talks, Rallies, Awareness Programs, Workshops, Mime, Cancer Screening, Conferences, Seminars, Essays and Debate competitions, the college promotes gender equity not only amongst its students, but also in the neighborhood where these programmes are conducted.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 92.81

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

Response: 10950

7.1.3.2 Total annual power requirement (in KWH)

Response: 11798.8

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 90.83

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

Response: 23785.60

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 26185.60

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

7.1.5 Waste Management steps including:

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

Response:

Every member of the college diligently works towards making it a clean and green campus. Waste management is therefore taken up in earnest and is considered as a beginning point for campus sustainability initiatives. It is one of the prime concern the college has been working on since its inception.

Solid Waste Management

Solid waste generated in the campus majorly comprises of paper. The remaining solid waste is categorized into three categories - dry waste, wet waste and non-biodegradable waste which are processed further. The segregated wet waste is allowed to decompose in a wet waste compost system placed within the campus. Separate bins for each are placed at several locations within the building and outside, near the canteen area.

Liquid Waste Management

Liquid waste or as it is generally called, waste water, is potentially harmful to human health and the environment. The institute does not generate enough liquid waste to allow for a dedicated sewage treatment plant. The liquid waste is directed to a septic tank constructed for the purpose and is further released into the corporation sewage system.

E-Waste Management

The college periodically disposes off the unserviceable electronic and electrical equipment through safe means. E- Waste mainly comprises of depreciated computer systems and devices including UPS, printers, scanners, monitors, etc. A bin is placed strategically in the corridor as a collection point and the waste is disposed to e-cycle. They in turn process it further and make value of it.

In an era where societies around the world are becoming more conscious of the issues surrounding waste, St. Claret College believes in leading from the front.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has undertaken an initiative entitled “Green Campus”, which aims at transformation of college campus from dependency to sustainability, with respect to water resources. The Rain Water Harvesting project is an attempt in this direction.

An inspection of bore wells in the campus was undertaken to determine their depth and channeling, to ascertain their utility in the replenishment of groundwater table. Specific problem-areas in dire need of ground water recharge were earmarked. Based on this data, Rain Water Harvesting Project for the campus was finalized and implemented. Efforts are made to save every drop of rain water strategically for future

use.

The rain water from the terrace flows directly to the pipeline of rain harvesting structure. From there, it reaches a small sump where a percolator is installed to prevent the garbage going inside the big sump. The water from small sump is directed to the water harvesting sump. Once this sump overflows, this water flows down through the pipeline to the recharging unit of the borewell underground. This promotes an increase in the water level of the soil as well as an increase of underground water level. The accumulated water in the water harvesting sump helps the water requirement of the institution to some extent. It is used for domestic purposes, especially for watering of plants. The grassy part of the campus further aids in absorbing rainwater and maintaining the water-table. Due to this mechanism, the institution does not face any water crisis even in summer time, despite the huge number of students.

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

7.1.7 Green Practices

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

Response:

St. Claret College is committed to environmental sustainability and strives hard to reduce the carbon footprint. SCC recognizes that environmental responsibility is crucial and endeavours to incorporate the ideals into the thoughts and actions of the Claretine family.

1. Use of Bicycles

Cycling is not only an eco-friendly means of travel, but is also pocket-friendly. There are a few students and ministerial staff who regularly use bicycle to commute to college.

1. Public Transport

The College is situated near the metro station and bus stop. Therefore, majority (nearly 80%) of the students and staff use public transport systems like buses and metros to commute.

1. Pedestrian Friendly Roads

There are pedestrian friendly roads near the entrance and rear gate of the college. Around 80% of the students use public transport or these roads to commute.

• Plastic Free Campus

The College is dedicated in maintaining an eco-friendly ecosystem in and around the campus. The Swachh Claret initiative, inspired by the Swachh Bharat programme, is a cleanliness drive aimed at keeping the campus clean and plastic free.

1. Separate waste bins for non-degradable waste and bio-degradable waste are provided in the campus
2. Commerce Department students are involved in paper-bag making which are used instead of plastic bags whenever the need arises
3. College uses copper/steel water bottles instead of plastic bottles to serve water for guests at all events
4. Digital banners/backdrops are used place of plastic banners
5. Environment Club conducts various activities like paper bag making to restrict the use of plastic items in college

• Paperless Office

SCC is committed to setting up paperless office by making increasing use of ICT for running everyday administration.

1. This is done through electronic communication, digital filing of documents, notices and circulars
2. Public Address System is used to disseminate information quickly and to reduce the use of paper
3. Digital Display Systems are placed at the vestibules. This minimises use of flex boards/banners
4. Communication amongst teachers and office are done through Google groups, emails and Whatsapp
5. Some of the foundation course exams are conducted in online mode. Assignments are allocated to students through mediums like Google Classrooms
6. Internal marks and attendance are recorded online. Electronic communication is used to communicate with students and parents
7. Online admission and online promotion are also undertaken

• Green landscaping with trees and plants

College has a rich variety of flora with more than 150 trees along with a herbal garden.

1. Some of the trees include Coconut trees, Palm, Mango, Java Plum, Avocado among several others. They are conserved and nurtured with utmost care
2. Green Day is observed every year by organizing guest lecture on environmental issues.
3. College observes the practice of giving plant saplings to guests instead of flower bouquets for felicitation
4. There are many indoor plants present in the corridors at various places
5. Specific initiatives like vegetable garden, terrace gardening, planting of trees outside the campus are undertaken by Environment Club and various other departments

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

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

Response: 1.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
21.68	1.61	.69	.57	1.42

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

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails

4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

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

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

Response: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	5	3

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last

five years (Not addressed elsewhere)

Response: 29

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	5	5	5

File Description

Document

Report of the event

[View Document](#)

Any additional information

[View Document](#)

7.1.12

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

Response: Yes

File Description

Document

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

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

Response: Yes

File Description

Document

Any additional information

[View Document](#)

Provide URL of website that displays core values

[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 47

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	8	10	4

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

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

Response:

The College celebrates the national festivals, birth anniversaries and memorials of great Indians like Mahatma Gandhi, Sardar Vallabhbhai Patel, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Siyali Ramamrita Ranganathan, and APJ Abdul Kalam with great fervor.

Republic Day is celebrated with patriotic fervor in the college. Students and teachers assemble in the college for the hoisting of the National Flag by the Chief Guest. Teachers and students pledge themselves to uphold the honor and integrity of India. Short episodes of cultural programs depicting the great Indian struggle is portrayed through dance, mime or skit on the stage.

On **Independence Day**, the Chief Guest hoists the National Flag in the college and delivers a speech, urging students to remember the great sacrifices made by political leaders and others to gain independence. It is followed by cultural fiesta.

The Indian government announced the celebration of **Rashtriya Ekta Diwas/National Integration Day** on the birth anniversary of Sardar Vallabhbhai Patel, on October 31. On this occasion, NCC and NSS volunteers carry out the “Walk for Unity” event, followed by students paying tribute to Sardar Patel for his role in unification of India.

On the occasion of **Rabindranath Tagore's Birth Anniversary**, SCC library pays tribute to the literary genius and conducts Essay competition. The winners are suitably awarded.

Vivekananda's Birthday is celebrated by SAF and NSS volunteers by conducting rally by volunteers from college.

On 5th September, the college celebrates Dr. Radhakrishnan's birthday as **Teacher's Day**. Students organize cultural programmes and games for teachers followed by ramp walk for teachers, where the best dressed male and female faculty members are awarded.

The **Library Day** is celebrated on 12th August coinciding with National Librarian's Day, in remembrance of national professor of Library Science, **Dr. S R Ranganathan**, who spearheaded the library development in India. Various competitions are held for students like Poster Presentation, Article Writing, Book Review. Book Reviews are classified based on the language in which they are written, English, Kannada or

Hindi, and given prizes.

Kannada Rajyotsava is celebrated on November 1st with the Chief Guest hoisting the state flag. This is followed by the state anthem. Cultural programmes are held showcasing the diversity of the state, followed by a speech on the culture, traditions and language, by the eminent chief guest of the day.

The Kite Festival or **COMETA**, is held in tune with the International Kite Festival, celebrated in Ahmedabad on 14th January every year to mark the end of winter. The event is open to all.

Holi Celebration is held on campus, where cultural performances and games related to Holi are conducted. Both students and teachers join the celebrations.

Onam Festival is celebrated in the college with great enthusiasm. Students welcome the gathering with Naadan Paatu, a folk song on Onam, followed by Thiruvathara Kali, performed by the members of Dance Club.

File Description	Document
Any additional information	View Document

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

Response:

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

Financial Transparency:

- SCC has a well laid out process for allocation of budget for every financial year
- All financial audited statements are sent to statutory stakeholders
- The salary paid to the employees is completely through bank transactions.
- Online fee payment facility is available

Academic Transparency

- Academic transparency creates a motivating environment for the faculty.
- They have the freedom to select the mode of classroom delivery
- Decisions related to academics are approved after careful analysis of academic calendar and minutes of meeting are recorded
- Courses offered and curricula are uploaded on the website
- Academic calendar, Academic plan and Timetables are displayed to the students prior to the starting of the semester

- Information related to all college events and circulars are displayed on the website and on college facebook page
- Examination related notifications and circulars are widely displayed and circulated
- Parents receive instant SMSs in case a student is marked absent as there is Online Attendance facility
- Academic committee of the college has recommended having two CIAs, 5 assignments (3 written/through Google Classroom and 2 presentations) and 75 percent attendance for allotting internal assessment marks
- Use of Google classrooms for providing lecture notes, articles and allotting assignments and marking students ensures transparency
- Dates for the submission of internal marks are notified on the notice board. Internal marks are displayed on the notice board for fifteen days before the end of semester, after which it's send to the university. In the given time period, students are given an opportunity to verify their marks and discuss their concerns with the faculty
- Faculty strive to provide equal opportunity to students for their academic development

Administrative Transparency:

- Transparency is the key while carrying out admissions of students. All the current events and their processes, including admission, examinations are posted on the college website as well as college notice board.
- Throughout the admission process, publicity is ensured through Website, PR Committee and Help Desk, assisted by teachers and student volunteers
- Staff Handbook divulges all details regarding the service rules of the institution
- Student Handbook is made available in hard copy and on college website, where the roles and responsibilities are well defined
- SCC has a participative management model where the faculty and the students are members of various committees of the institution and take part in decision making
- As a Student Support System, college conducts elections for student council for each academic year
- Grievance Redressal Committee is in place to record and address any grievances regarding functioning of the college
- Anti-ragging form and Code of Conduct are signed by the student and it is well organized by the college
- All capital purchases are done through a committee after seeking competitive quotations from suppliers

Auxillary:

- Research and Consultancy policy is kept transparent to all the stakeholders
- Information about opportunities for training and development are shared with the staff members in advance
- Training and Placement activities are mailed to all students from time to time

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Title of the Practice: NURTURE: Claret's Financial Support Programme

Objectives:

The College has always taken its vision and mission into consideration while initiating any action. Hence, for fulfilling the academic needs of the people in the locality, college is striving to reach out to the poor in the society. Accordingly, following goals have been kept in mind while introducing various schemes to benefit the student community:

- Scholarships based on Merit, Sports and SC/ST criteria, are awarded to students to **lessen their financial difficulties**.
- Scholarships help students in need to access **quality higher education**
- Financial aid helps to **decrease the quantity of loans** students need to take to pursue higher education
- Merit based Scholarships motivate students to work hard and **achieve good results**.
- **Bursaries** help the staff serve for longer duration in the institution and get quality education for their children.
- To teach students the precepts of **philanthropy**.

Context:

The college is situated in a locality comprising of people from economically weaker sections. The neighbourhood children aspire for a good education at affordable fees. College has made efforts to financially support the low-income families to help educate their wards. Thus, various scholarship schemes have been introduced in the college.

The Practice:

St Claret College has achieved phenomenal growth on account of the best practices introduced by the

Management based on their experience and observation of practical hazards faced by the student community while pursuing higher education. Prominent among them is, “Nurture”, College’s Financial Support Programme. The following inducers are available:

Scholarships: various types of Scholarships as detailed below:

- **Merit Scholarship:** Students who secure high percentage of marks are eligible to avail the merit scholarship according to the criteria designed by college management. The specification has been increased every year to promote academic excellence and to keep pace with their improving performance every year.
- **Sports Scholarship:** Outstanding sports performers in collegiate, University, State, National and International-level competitions are given scholarship.
- **SC/ST Scholarships:** College extends its financial support to students belonging to reserved category, by offering special scholarships on the basis of merit, sports and by offering **financial aid**. Apart from these, students are encouraged to avail government SC/ST scholarship.
- **Free Ship:** The Free Ship is awarded to students who have good academic performance and fall under below poverty line.

Financial Aid: The students are eligible for Financial Aid Scholarship if parents’ yearly income is less than Rs. 2,00,000.

Bursaries: The College has adopted a policy to mutually fulfil the financial and academic needs of staff’s children working in the college. In this regard, a 100% fee concession is given to the first child and 50% fee concession is given to the subsequent children.

Impact of Practice/ Evidence of success:

Students are encouraged to excel on account of the various financial concessions given by the college to help to attain their goals in life.

- By virtue of the Nurture Programme, more students are inclined to pursue their academic ambitions.
- There is a notable increase in the number of meritorious students every year.
- Ample recognition is given to students in terms of their overall development, including sports, cultural activities, etc.
- The less privileged students are taken care of through these measures.
- The Staff members are extending their services on a long-term basis due to the facilities given to them specially to educate their wards.

Problems Encountered and Resources Required:

- Challenges encountered include, finding adequate sources for funding, as the college is a self-financed institution.
- Long term sustainability could be a potential concern.

Best Practice II

Title of the Practice: STUDENT COLLOQUIUMS

Objective:

- To provide students with an opportunity to present in academic conferences and colloquiums.
- To familiarize students with the process of a paper presentation.
- To equip students with research skills and to familiarize them with research methodology.
- To provide a space for students to receive positive feedback and constructive criticism on their research.

Context:

St. Claret College emphasizes on holistic and quality education, providing the opportunity to present their knowledge and widen their intellectual network apart from the usual class room learning. Based on the observations made during class presentations, a dire need to habituate students in research and presentation skills was felt. In terms of research, the students had to cultivate relevant skills, critical thinking and problem-solving skills. For undergraduate and postgraduate students, institution introduced the practice of intra-collegiate and inter-collegiate paper presentation to present a research paper in a constructive atmosphere without fear. Students are encouraged to participate in various academic colloquiums or conferences that are conducted, both at inter-collegiate and intra-collegiate level.

Practice:

Conducting academic colloquiums is a common and essential practice at St Claret College. There is an extensive process at both departmental and collegiate level, that goes into organizing and conducting a student conference.

The decision to organize an intra-collegiate or inter-collegiate colloquium, is decided during the Annual Planning meeting. When the topic and the theme of the conference is finalized, different faculty members are allotted specific committees of which they are in charge. Keynote Speaker and panellists are decided based on the theme of the conference. Students take active role along with faculty in organizing these conferences.

During an intra-collegiate conference, every faculty member is assigned a group of students whom they would mentor and guide at the various steps involved in research paper writing. After extensive research and discussion, the research gap is decided upon. The guide trains students to collect primary data through first hand interaction with customers, and to tabulate, articulate and incorporate the relevant data within their research paper.

At an inter-collegiate level, brochures for the conference are distributed with adequate time period to send in the abstract, proposal and the complete research paper with full details, including the details to reach the college from major travel and access points. This provides a platform for the students to compete with their peers and research scholars across the state and country. In the due course of the presentation, the students also receive feedback and constructive criticism on their research papers.

Publication

The college is constantly working to publish exceptional research papers in UGC approved and SCOPUS approved journals for a fee.

Evidence of Success:

- By virtue of student colloquiums, student's participation has increased in the last five years in both inter and intra-collegiate conferences.
- Increased organizational efficiency shown by students.
- Students are increasingly being familiarized with the process and aspects of research paper presentation.
- Having their research papers published in journals is an advantage for their career prospect.

Problems Encountered and Resources Required:

- Conducting academic colloquiums comes with its fair share of challenges, especially issues surrounding plagiarism. Receiving authentic/plagiarism free and high-quality papers is a challenge. Another setback faced by the college while conducting a conference, is the lack of accommodations that can be provided to presenters who come from across the country.

Best Practice III

Title: RECIPRO – A FESTIVAL OF CULTURES AND FOOD (UNITY IN CULTURAL DIVERSITY AND A FUNDRAISER FOR CHARITY)

Objective:

- **RECIPRO**, is derived from the word '**reciprocity**', meaning to give back to the society.
- To bring cultural awareness and celebrate different cultures of our country and abroad.
- Create an atmosphere of inclusivity by respecting and portraying different cultures.
- Promote team work and unity among students.
- Train students as leaders

The Context:

RECIPRO is an intra-collegiate annual festival of cultures, that doubles as a charity-fundraiser. St Claret College takes pride in this event, as this is something unique. It is an attempt to make students understand that knowing other cultures will improve their global sensitivity and open channels of communication to appreciate the diversities and accommodate them. The event strives to develop intercultural competency to deal with differences and bridge cultural gaps. This can manifest in many ways: communication styles, approach to work, way of thinking and the value system of an individual or a group of people. Intercultural awareness helps students understand, respect and appreciate the behaviour and practices of other.

Practice

For this festival, the college is divided into six major groups, each led by one of the Core Council members. These six groups represent and showcase different cultures through their cultural forms and traditional attires. There are four elements in RECIPRO:

- The team has to represent the cultural forms of the states and international destination given to them.
- They must bring out the traditional attire of those places through Fashion Show.
- They need to have food stalls with delicacies from the states assigned to them.
- The money raised through raffle tickets is donated for charity, to contribute to the society.

Apart from the rich variety of cultural performances by various groups, and the food stalls sell various cuisines to tingle the taste buds, RECIPRO is synonymous with the college community. Through this event, initiatives are taken to raise funds to aid under privileged people in the society. Students who sell the maximum number of raffle tickets are awarded by the dignitaries. A lucky draw is also held, where the winners are given attractive prizes.

Evidence of success

- The huge participation of students for various programs and fundraising is an encouragement to the college to keep conducting this fest every year. Students especially enjoy the ethnic fashion show and cultural activities. They also show enthusiasm in selling raffle tickets to raise funds, that are then donated to various charities each year.

Problems Encountered and Resources Required:

- Selling all the raffle tickets and collecting funds is not always accomplished to the optimal level.
- Time constraints for first years to assimilate and to participate.
- Organization of the event is a Herculean task.

Best Practice IV

Title: UJJWAL - Value Added Programmes & Certificate Programmes

Objectives:

The Institution offers 52 Add-on Programmes, which are integrated within the curriculum. The objectives of these programmes are:

- to impart better technical and academic excellence.
- to create Industry-ready prospective employees.
- to improve the psycho-social competence of the students.

Context:

The vision of the college is to promote educational excellence and leadership among its students. To facilitate this, the Institution has initiated integrated courses with Certificate Courses and Value Added

programmes. The Institution offers a number of Add-on Programmes for students to shape their career. College is keen on enhancing the global skills and competencies of students which enable them to meet the changing industry requirements by acquiring the pertinent employability and communicative skills. Value Added programmes and Certificate Courses are hence introduced.

Practice:

St Claret College has introduced many Value-Added Programs for students to enhance their employability skills:

- Add-on Programmes
- Life Skills Development Programmes
- Professional Skills Development Programmes
- Vocational Education Training.

The following details provide a brief overview of the programmes offered in the academic years 2015 to 2019.

- The Institution offers 52 **Add-on Programmes**, which includes
 - Diploma in Soft skills (DSS)
 - Diploma in Advanced English Speaking (DAES)
 - Selenium Testing Tool and QTP
 - PHP & MySQL
 - SPSS & AMOS
 - Digital Marketing Course
 - Soft skills Training
 - Technical Training for Basic Desktop Engineer
 - Certificate Course in Stock & Commodity Market
 - Tally with GST, Advanced Excel
 - Add on Programme on Human Rights
 - Human Values and Ethics, and so on.

- A weekly one-hour sessions on **Professional Skills Development Programme (PSDP)** are conducted by Placement Officer for all the students on:
 - Communication skills
 - Leadership skills
 - Interview skills
 - Presentation skills
 - Technology based communication
 - Conflict Management Training

- Group Discussion and
- Body Language.

- To improve the psycho-social competence of the students, **Life Skills Development Programme (LSDP)** sessions are conducted every semester for a minimum of 10 hours. Experts from outside, trained alumni's and faculty members of various departments conduct these sessions. Some of the topics dealt in the classes are
 - Transformation of Self
 - Dynamics of Inter-Personal Relationships
 - College Life and Values,
 - General Etiquettes
 - Addictions and How to Stay Away from Them
 - Empathy
 - Dealing with Jealousy
 - Moving from Good to Great, etc.

- **Vocational Education and Training (VET)** is offered to the students on:
 - Jewellery making
 - Paper Bag making
 - Cloth Stitching
 - Personal Hygiene & Beauty Therapy
 - Hardware/Networking Components
 - Cell-phone Service, etc.

Evidence of Success:

Value Added programs are a great foundation for students and make them corporate ready. Through Add-on programmes, students glean knowledge that occurs outside the preview of their curriculum. PSDP imparts professional skills that aid students get better placement opportunities. LSDP sessions provide necessary life skills that mould students' lifestyle, and improves their psycho-social competence.

Further, Implementation of Certificate Courses and Value Added programmes has seen tremendous growth in the placement of both UG & PG students. Around 90% of registered students have been placed every year. Increase in quality and number of project reports, students paper presentations are also areas of the outcome.

Problems Encountered and Resources Required:

- Students can only enroll in limited number at a time as timings tend to overlap.
- Finding resource persons who are willing to come for after college hours' sessions.

- Formulating Certificate courses that enhances student employability.
- Ensuring immediate employability to the students.

Best Practice V

Title of the Practice: UDBODHAN: Institutional Social Responsibility

Objectives:

- UDBODHAN enables the college to achieve its core mission of service to humankind.
- To give back, contribute and uplift the society.
- To instill the need for service in students.
- To provide holistic education with service as a key component.
- To entrust students with leadership and service.

Context:

UDBODHAN is the helping hand extended for service to the community at large, irrespective of the mode of service, from flood relief, to cleanliness, doctoral camps and the like. The Vision of St. Claret College promotes educational excellence, leadership, and service, based on universal love, so as to effect holistic transformation in each student. Giving back to the community is as important to the institution as student excellence. Hence, through UDBODHAN, the college strives to reach out to the weaker sections of society and contribute to its welfare.

Practice:

The activities carried out by the scheme are:

- **Educating** students and the neighborhood on **Gender Issues** and creating awareness of **women's rights** through **Street Plays and Flash Mobs**.
- **Swach Bharath Drives** and **Cleanliness Camps** to promote hygiene, create awareness on **Health Issues**,
- Organizing **Health Camps, Eye Check Ups, Blood Donation Camps**.
- Providing **Community Service**,
- Encouraging and creating awareness on **Environment Protection**.
- Visiting **Old Age Homes, Orphanages Visits, and Fund Raiser events**.
- In case of occurrence of **Natural Calamities**, sending **relief materials and volunteers** to provide relief to those affected.

Evidence of Success:

UDBODHAN has been useful in:

- Serving those in distress in natural calamities and serving the needy by identifying their needs in the community.
- Striving to make a cleaner and greener India through its initiatives and collaborations.

- providing a platform to reach out and to educate children in need.

Problems Encountered and Resources Required:

Source of Funds is difficult to locate, especially during events of Natural Calamities, which call for swift and timely action with limited resources.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

CLARETINE WAY OF IMPARTING HOLISTIC EDUCATION - ACADEMIC EXCELLENCE, LEADERSHIP AND SERVICE

The Goal

St. Claret College envisions a world where the young minds of the college will assume leadership roles in different spheres of life. The focus is on all-round development of students, who will venture forth as pioneers to explore uncharted territories and become extraordinary persons in life. The vision statement encapsulates this aim in the most succinct way – “To promote educational excellence, leadership, and service, based on universal love in an environment characterized by respect for the individual and concern for the community, so as to effect holistic transformation in each student.” SCC aims to help students set action oriented goals and nurture their intellectual, emotional, social, physical, creative and spiritual potentials for excellence. Viewing each individual student as special, college helps them build a life that’s fulfilling and rewarding both professionally and personally.

The Context

The college recognises the importance of providing a personalised educational experience complete with skills, values and physiognomies needed to thrive in our knowledge economy. A large number of students of this college hail from suburban areas. Several are from economically underprivileged families and are first generation learners. They seek to redefine their own identity and have high expectations from college which holds dear the humanitarian values of life. Fired by idealism, they remain focused, perseverant and

committed to doing something for society and for the country. Strongly committed to inclusive education and sensitive to challenges that diversity poses, the college provides a level playing field and opportunities for the all-round growth of students.

The Practice

Through innovative and value based student-centric teaching, full proof planning and evaluation system, curricular and extra-curricular activities, academic fests and conferences, we impart holistic education in its true sense.

Following are the key elements around which the process of holistic education is designed at SCC:

1.ACADEMIC EXCELLENCE

Learning is facilitated by the use of innovative and flexible approaches to teaching thereby

contributing to an all-round and holistic development of students. It starts with the meticulous preparation of the academic calendar which includes all major events planned for the year. A continuous internal assessment system is in place comprising of assignments, class tests, presentations and two internal exams. Challenging assignments encourage critical thinking and transformative learning. SCC organizes guest lectures, add-on programmes, departmental conferences, seminars, workshops, educational trips and industrial visits to augment the academic delivery of curriculum. Students are encouraged to participate in similar events conducted by other institutions, enabling them to broaden their knowledge, skills and attitude. All departments organize industrial visits and educational trips so as to introduce students to the frontiers of knowledge and application.

1.LEADERSHIP

St. Claret College does not shy away from its social responsibility in producing engaged

citizens. SCC understands that to produce leaders for the country, students should experience the taste of leadership in college itself. Students are made leaders in core council, clubs and classes. Several Skill Based Training and Professional Skills Development Programmes are designed specially to cater to the students' needs. They lead from the front during celebration of events like Mayurika, Recipro, Euphoria, Departmental Fests etc. These avenues give them opportunities to build innate confidence.

1.SERVICE

Claretines are sensitized on different social and economic issues and are encouraged to work for the underprivileged through different outreach programmes and community services. Clubs like NSS, Social Action Forum and Environment Club are actively involved in conducting awareness rallies, seminars and motivational talks on pertinent social issues. SCC is a volunteer organisation for social survey under the village adoption scheme, Unnat Bharat Abhiyan. “Green Campus” is an initiative aimed at transformation of campus into an environment-friendly space. “Swacch Claret” initiative is an ambitious project to ban littering on campus and keep the campus clean. Students also volunteer in steering computer literacy drives and spoken English classes in nearby schools.

1. VALUE BASED EDUCATION

College prioritises holistic development of students to the extent of teaching them honesty, fair play, consideration for others and a sense of right and wrong. It's done directly through daily lectures, counselling, sessions on core values and indirectly through various activities like observance of core value week, days of national and international importance and celebrating the birthdays of important persons. Values and orientations which are specific to certain occupations are also provided through Life Skills Development Programmes (LSDPs) conducted every semester by both faculty and alumni

1. EXTRA-CURRICULAR and CO-CURRICULAR ACTIVITIES

Fests like Mayurika (Inter-Collegiate Cultural Fest), Euphoria and Recipro (Cultural and Ethnic Fest), Athenia (Sports Fest) are integral in maximizing the potential and talents of students.

Thematic department fests like Resonance (Department of Humanities), Anveshan (Department of Management), Crescensia (Department of Commerce), Pravas (Department of Travel and Tourism) and Technovation (Department of Sciences) give students a platform to explore a world beyond the curriculum. Exposure to local, national and global perspectives contributes to both scholarship and leadership qualities in the future.

1. CLUBS AND ASSOCIATIONS

The college has nearly 30 clubs and associations providing a platform to enrich students' lives beyond academics. It is here that the leadership skills come to the fore.

1. STUDENT SUPPORT PROGRAMMES

Dedicated focus is given for career counselling and placement training of students so as to equip them with necessary skills for employability. Internships, training programmes and interactions provide them value addition and a glimpse into the industry setup. Soft Skill Workshops and e-courses offered in MOOC, NPTEL/SWAYAM are made mandatory so as to raise them to the leading edge of knowledge community.

Conclusion

Through high standards of academic and non-academic excellence, students are equipped to transcend existing social challenges and fulfil their dreams and aspirations. They learn to work together, set goals, develop action plans, network with peer groups, not just within the college but at other institutions across

the country and across the world. Holistic education propels them to be achievers and leaders in their personal and professional lives.

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

NAAC

5. CONCLUSION

Additional Information :

Future Initiatives -

- The college plans to start more graduate and post graduate courses.
- Intends to implement more creative and technology based teaching and learning practices.
- To enhance academic efficiency and performance of all the faculty.
- To publish papers in Scopus Indexed journals and UGC Care List journals.
- To encourage the research activities like minor projects, major projects and such other research projects.
- To inculcate a research based atmosphere in the campus through various research oriented activities.
- More Add on Courses and Vocational Training programs to be introduced.
- To encourage more students to do research and publish more research papers.
- To get into more collaborations with well reputed academic and industrial institutions.

Concluding Remarks :

St. Claret College envisions the growth of faculty, staff and students with a greater insight. The college progresses every year with new courses and certificate programmes and the management focuses on the holistic development and transformation of students. The college aspires to have a research culture through collaboration and quality enrichment We make sure that our students are competent enough to deal with the world outside with adequate skills and educational excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>6</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>6</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	10	11	6	3	3	2018-19	2017-18	2016-17	2015-16	2014-15	10	11	6	3	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	11	6	3	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	11	6	3	3																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>3</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has not consider those teachers who are participating in Question Paper Setters, Indian Academy Degree College , BoE, Reva University. DVV has not consider e-mail copy provided by HEI.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	5	7	3	3	4	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	1	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	7	3	3	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	1	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 278</p> <p>Answer after DVV Verification: 212</p>																				
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years																				

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

Answer before DVV Verification : 32

Answer after DVV Verification: 26

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 734

Answer after DVV Verification: 717

2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
636	532	356	332	340

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
635	531	355	331	339

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1130	830	600	600	530

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1130	830	600	600	530

Remark : Provided documents relating to sanction intake has not reflect number of first year admitted students by HEI.

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

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

318	245	168	135	121
-----	-----	-----	-----	-----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
278	245	168	135	121

Remark : DVV has made the changes by looking seats earmarked against the students admitted from the reserved categories.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 6

Answer after DVV Verification: 4

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	0	0	0

Answer After DVV Verification :

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

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 293

Answer after DVV Verification: 299

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

Answer before DVV Verification : 341

Answer after DVV Verification: 341

Remark : DVV has made the changes as per provided number of pass students.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.4	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has not consider grant receive for fellowship provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	22	14	11	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	3	2	3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
103	18	4	0	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
56	15	3	0	2

3.3.5 Number of books and chapters in edited volumes/books published and papers in

national/international conference proceedings per teacher during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
54	53	37	12	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	36	18	9	9

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	6	1	1	1

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	13	10	9	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	11	9	9	8

3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>955</td> <td>655</td> <td>916</td> <td>852</td> <td>536</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>709</td> <td>461</td> <td>854</td> <td>705</td> <td>536</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	955	655	916	852	536	2018-19	2017-18	2016-17	2015-16	2014-15	709	461	854	705	536
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955	655	916	852	536																	
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709	461	854	705	536																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>12</td> <td>14</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>7</td> <td>8</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per pro-rata bases of provided linkage related documents by HEI. DVV has not consider e-mail copy.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	27	12	14	5	4	2018-19	2017-18	2016-17	2015-16	2014-15	13	7	8	5	2
2018-19	2017-18	2016-17	2015-16	2014-15																	
27	12	14	5	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	7	8	5	2																	
3.5.2	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>13</td> <td>6</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	14	13	6	2	5										
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	13	6	2	5																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	6	2	5

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
330.23	293.72	119.34	73.2	150.25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
58.56	167.38	10.34	9.25	27.24

Remark : DVV has made the changes as per building , furniture and fitting , plant and machinery provided in expenditure duly certified by CA.

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 270

Answer after DVV Verification: 227

Remark : DVV has made the changes as per average of teacher and students using library per day on 11/02/2019, 12/02/2019, 13/02/2019, 14/02/2019 and 15/02/2019.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
247	139	49	31	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
247	138	49	31	14

Remark : Sanction letter of Minority Scholarship for the year 2017-18 not provided by HEI. Provided some documents are in regional language. DVV has not consider e-mail copy.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	19	07	05	06

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	19	05	03	02

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
36	19	07	05	06

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
36	19	07	05	06

Remark : DVV has made the changes as per pro-rata bases of provided qualifying certificates by HEI. Provided some documents has not clear. DVV has not consider provided screenshot.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
63	56	54	26	11

Answer After DVV Verification :

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

Remark : DVV has not consider appreciation certificate , certificate receive from inter college and inter universities.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	16	14	14	12

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	39	29	14	21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
39	38	27	12	21

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	4	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	3	2	2	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
56	45	41	38	35

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
52	0	0	0	0

Remark : Certificates of ORIENTATION FOR THE NEWLY JOINED FACULTY/STAFF for the year 2014-15, FDP ON NEW TEACHING METHODOLOGIES for the year 2015-16, ORIENTATION FOR THE NEWLY JOINED FACULTY/STAFF for the year 2016-17, FDP ON INSTITUTIONAL BRANDING THROUGH FDP ON ENHANCED ORGANIZATIONAL COMMITMENT OF FACULTY for the year 2017-18 and FDP On EMOTIONAL INTELLIGENCE for the year 2018-19 not provided by HEI and DVV made the changes as per certificate provided for 2018-19.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
786	534	416	356	318

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
39	7.49	6.70	1.05	29.40

Remark : DVV made the changes as per Total Grants received in audit report for 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
49	42	31	27	24

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	18	13	17	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	12	15	12

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	14	14	12	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	5	3

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love,

Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37	26	18	17	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	8	10	4

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>364</td> <td>316</td> <td>321</td> <td>295</td> <td>248</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>363</td> <td>315</td> <td>320</td> <td>294</td> <td>247</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	364	316	321	295	248	2018-19	2017-18	2016-17	2015-16	2014-15	363	315	320	294	247
2018-19	2017-18	2016-17	2015-16	2014-15																	
364	316	321	295	248																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
363	315	320	294	247																	
2.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>349</td> <td>305</td> <td>126</td> <td>80</td> <td>158</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>330.41</td> <td>167.38</td> <td>153.19</td> <td>112.34</td> <td>154.22</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	349	305	126	80	158	2018-19	2017-18	2016-17	2015-16	2014-15	330.41	167.38	153.19	112.34	154.22
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