



# **SELF STUDY REPORT**

**FOR**

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

**ST AGNES COLLEGE (AUTONOMOUS)**

ST AGNES COLLEGE PO BOX 513 BENDORE  
575002

[www.stagnescollege.edu.in](http://www.stagnescollege.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

### **A CENTURY OF EDUCATIONAL EXCELLENCE: ST. AGNES COLLEGE, MANGALURU**

More than a century ago, in the picturesque coastal town of Mangaluru, Karnataka, a visionary dream was born that would forever transform the landscape of education. The seeds of this profound vision were sown by the Apostolic Carmel Congregation, a dedicated group of individuals committed to nurturing intellect and shaping character. At the helm of this noble mission stood Mother Mary Aloysia A. C., a woman of unwavering determination embarking on a journey that many believed to be insurmountable. Her conviction led to the establishment of St. Agnes College, Mangaluru, in the year 1921. This pioneering institution, a Catholic minority establishment, marked a historic milestone as the first women's college in South India.

The year 2021 witnessed a momentous transformation as St. Agnes College embraced the National Education Policy-2020, marking a significant shift in its educational approach. With this pivotal step, the college transitioned into a co-educational institution in 2022, widening its scope and impact on the community.

The journey of excellence at St Agnes College has been recognized and celebrated through various accolades. The institution secured an impressive CGPA score of 3.65 in the IV cycle in 2017.

In 2017 the basic Science departments were honoured with the esteemed Star Status, recognizing its exceptional contributions to scientific research and education. In 2019, the College was selected for the prestigious Paramarsh Programme by the UGC. As part of this initiative, the college extended its expertise and mentorship to five other institutions, guiding them through the accreditation process. This collaborative effort has yielded positive results, with four of the mentee institutions successfully undergoing NAAC accreditation.

In a profound commitment to community development and engagement, St. Agnes College is registered with the Unnat Bharat Abhiyan, an initiative led by the Ministry of Education. This affiliation reflects the college's commitment to education as a transformative force for the betterment of society.

### **Vision**

#### **Holistic Education for Excellence and Transformation**

The foundress Mother Mary Aloysia A. C., a woman of unwavering determination who uttered the words, "Alea iacta est," signifying the casting of a die, forged ahead with a far-sighted vision for development and progress. She possessed an acute understanding of the pressing need for education among the women of the West Coast Region of India. From then on, the college has the distinction of producing men and women graduates who hold positions in different spheres as educators, scientists, chartered accountants, middle and higher-level management professionals and service professionals. The college promotes sound social and family values that help in the institution's internal upgradation, especially in the areas of teaching and learning, research and publication, faculty improvement and extension activities.

## Mission

St Agnes College is committed

- To provide youth with value based, socially relevant and globally competitive education.
- To create a God-centred atmosphere for spiritual growth
- To strengthen the faith life especially of the Catholic staff and students.
- To respect life and uphold dignity of every person and promote human rights
- To nurture eco-consciousness as an integral part of education
- To collaborate with all stake holders to ensure a culture of quality

**CORE VALUES:** Faith in God, Compassion, Harmony, Service, Environment Sensitivity and Conservation of natural resources

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

### Institutional Strength

**Pioneer in Women's Education:** St. Agnes College stands as a trailblazer in women's education on the West Coast of the country, boasting a rich history spanning over a century.

**Strong Community Support:** The institution benefits from a dedicated and supportive Parent-Teacher Association (PTA) and a committed Alumni network, enhancing its overall impact and reach.

**Inspirational Vision and Mission:** The college is driven by socially relevant, reasonable, and inspiring vision and mission statements that guide its educational endeavours.

**Adaptability and Relevance:** Staying attuned to the needs of contemporary society and industry, the college has implemented new programmes that align with current requirements.

**Modern Curriculum:** The curriculum adheres to the Choice-Based Credit System (CBCS) and Outcome-Based Education (OBE), ensuring a contemporary and learner-centric approach to teaching and learning.

**Diverse Opportunities:** The institution offers a wealth of opportunities in both curricular and co-curricular activities, as well as sports, enriching the holistic development of its students.

**Excellent Infrastructure:** St. Agnes College boasts well-equipped laboratories, expansive playgrounds, and a fully automated library, facilitating a conducive learning environment.

**Efficiency in Examination evaluation process:** Timely conduct of examinations and prompt publication of results reflect the college's commitment to efficient administration.

**Value-Added Courses:** The inclusion of Value-Added Courses caters to the evolving demands of the professional landscape.

**Green Campus:** The college maintains a well-preserved green campus, fostering an eco-conscious ethos among its stakeholders.

**Promotion of Human Values:** Emphasis on inculcating human values, such as tolerance and inclusivity, is a hallmark of the college's approach to education.

**Environmental Stewardship:** The institution actively nurtures eco-consciousness through extension activities, underscoring its commitment to sustainability.

**Streamlined Administration Processes:** The automation of admission, examination and evaluation processes streamlines administrative functions, enhancing efficiency.

**Student Support:** St. Agnes College provides adequate counselling and mentoring services, along with robust career guidance and placement opportunities, ensuring students are well-prepared for their future.

**Leadership Development:** Effective student leadership development programmes nurture leadership skills among students, preparing them for responsible roles in society.

**Social Responsibility:** The college's charity programme, Navidad exemplifies its commitment to social responsibility, raising funds to provide homes for the homeless. Agnes Towards Community, a service project of the college deepens the spirit of service to the less privileged.

**Technological Advancements:** The digitization of all processes, from admissions to result declarations, showcases the institution's embrace of technology.

### **Institutional Weakness**

**Research Funding Constraints:** The paucity of government funds for research poses a significant challenge to the college's research initiatives.

**Regulatory Constraints:** Regulatory statutes of the Mangalore University can impede flexibility in curriculum development and evaluation patterns within the autonomous framework.

**Staff Attrition:** Attrition of staff members represents a human resource challenge that needs attention.

**Strengthening Industry Links:** Efforts are required to strengthen consultancy and industry linkages to enhance the practical relevance of academic programmes.

**Shift in Student Preferences:** An emerging trend of students not opting for conventional programmes of study necessitates a review of course offerings.

**Research Gaps:** The institution faces a need for higher-impact research and publications to contribute more significantly to academic advancement.

### **Institutional Opportunity**

**Collaborative Ventures:** Exploring collaborations with other institutions and foreign universities can expand academic horizons.

**External Research Funding:** Resource mobilization for research from external agencies opens avenues for impactful research projects.

**Consultancy Services:** The institution can generate funds through consultancy services, further strengthening its financial base.

**Employability Drive:** Initiating a robust recruitment drive can enhance the employability of students, aligning education with job market needs.

**Environmental Initiatives:** There is ample scope to organize more programmes focused on environmental issues and green campus initiatives in collaboration with external agencies.

**Staff Development:** Evolving mechanisms to upgrade the professional competence of the staff will contribute to the overall quality of education.

**Student Development:** Opportunities abound for staff and student development programmes that can enrich the learning experience.

**Internship Programmes:** Facilitating internship opportunities with various institutions can offer students practical exposure and industry insights.

**Academic Exposure:** Staff and students can take advantage of opportunities to attend and present papers at workshops, seminars, and conferences, fostering academic growth.

**Community Outreach:** Extensive extension activities provide a chance to connect with the public, promoting education and social engagement.

## **Institutional Challenge**

**Resource Mobilization:** The foremost challenge lies in resource mobilization, especially in light of limited financial support from the Government.

**Student Interest:** Encouraging student interest in traditional grant-in-aid programmes is a persistent challenge, given the evolving educational landscape.

**Competition from New Colleges:** The proliferation of new colleges in the vicinity, some with lower fee structures, poses a competitive challenge.

**Attracting Competent Faculty:** The allure of attractive placements often leads NET/SLET candidates away from academia, affecting staff recruitment.

**Unapproved Posts:** The non-approval of grant-in-aid posts by the Government can hinder staff recruitment efforts.

**Salary Structure:** Inadequate funds for an attractive salary structure can impact staff motivation and retention.

**Autonomy Constraints:** Limited freedom to exercise the powers of autonomy constrains the institution's flexibility in shaping its academic programmes and policies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Since attaining autonomy in 2007, St. Agnes College has meticulously crafted its curriculum to adhere to UGC and Mangalore University guidelines. The curriculum benefits from the expertise of internal and external members on the Board of Studies (BOS).

In 2018, the Credit- based Semester Scheme curriculum underwent a comprehensive revision, and the institution adopted the Choice-Based Credit System in 2019. In 2021, the National Education Policy (NEP) was implemented. Outcome-Based Education, with articulated Course Outcomes (COs) and Programme Outcomes (POs) / Programme Specific Outcomes (PSOs), is a cornerstone of the curriculum, with POs aligning with NEP 2020.

The college offers a diverse range of programmes: 39 Undergraduate, 8 Postgraduate and 4 PhD programmes. Under NEP-2020, 40 new programmes were implemented. The college's Undergraduate programmes features Open Elective Courses, integrating cross-cutting issues like Gender, Environment, Sustainability, Human Values, and Ethics into the curriculum.

At the Postgraduate level, an interdisciplinary Choice-Based Curriculum enhances academic flexibility. Additional Value-added/ Certificate/ Diploma Courses elevate student professional competency. Students are encouraged to pursue MOOC courses on NPTEL and SWAYYAM platforms. Notably, the students pursuing B.Com are offered ACCA through collaboration with ISDC, UK, CMA from the Institute of Management Accountants, USA, Business Process Services (BPS) from Tata Consultancy Services (TCS) and Business Analytics from The American Institute of Public Accountants, USA. AICTE approved MBA and MCA programmes were introduced in 2023, aligning with industry demands and preparing students for career success. Feedback collected from key stakeholders is analyzed and made accessible on the College's website.

### **Teaching-learning and Evaluation**

St. Agnes College upholds the admission policies of the Government of Karnataka, ensuring inclusivity and support for students from diverse backgrounds. The institution extends special consideration and concessions to economically disadvantaged individuals, first-generation learners, sports achievers and SC/ST/OBC applicants. The student body comprises individuals from various states and NRIs, fostering a diverse learning environment.

The Academic Calendar, an integral part of the College Handbook, guides the academic year's rhythm. Teaching plans are thoughtfully devised and consistently followed, with a particular focus on identifying and assisting Slow Learners through remedial teaching.

The institution employs a strategic blend of student-centric learning methodologies, encompassing experiential, participative, problem-solving, ICT-enabled, simulation, and traditional approaches, fostering enriching learning experiences. Continuous Internal Assessment, featuring innovative and research-based assignments, online MCQs ensure a steady process of learning.

Participation in intra/intercollegiate competitions, industrial visits, educational tours, and exhibitions transforms learning into a dynamic, experiential journey.

St. Agnes College boasts a cadre of competent teachers, prioritizing Ph.D/ NET/ SLET applicants during faculty recruitment to ensure teaching excellence. Ongoing orientation and faculty development programmes empower educators to enhance their skills and share acquired knowledge with students. Many faculty members have created e-content and completed courses on platforms like Swayam and NPTEL.

The institution maintains well-organized examination schedules and embraces IT integration in examination management for systematic conduct and timely result publication. During the Covid-19 pandemic, teachers received training for online classes through platforms like Google Meet, with assignments and exams conducted via a dedicated LMS portal. This agile response allowed students to seamlessly continue their studies.

To uphold the quality of the teaching-learning process, an online feedback mechanism is in place, fostering continuous improvement and student engagement.

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

St. Agnes College is deeply committed to fostering research, innovation, and community engagement, underpinned by a well-defined research policy overseen by the Research Advisory Committee. The institution consistently enhances research facilities, encompassing laboratory space, state-of-the-art equipment, consumables, IT infrastructure, online resources, and an extensive collection of journals and books. The Research Committee plays a pivotal role in disbursing seed money to facilitate faculty-led research initiatives, while an Ethics Committee ensures the ethical integrity of research practices.

In recognition of its dedication to research, the college houses research centres in four departments. Faculty and students alike have significantly increased their involvement in research-oriented programmes, presenting and publishing research papers. The institution has also introduced courses in Research Methodology, equipping students with vital research skills. Faculty members actively offer consultancy and counselling services, exemplifying the institution's commitment to social responsibility.

St. Agnes College places a strong emphasis on extension activities, recognizing their integral role in education and personality development. These activities span various departments, subject associations, clubs, and organizations, including NCC, YRC and NSS. From academic initiatives to non-academic endeavours, outreach programmes encompass visits to old age homes, orphanages, palliative care centres, and even house construction and maintenance projects. These efforts, led by NSS, NCC and college associations/cells, resonate with the institution's ethos.

The extension and outreach initiatives of the college notably "Agnes Towards Community" (ATC) and "Navidad," have transformed students into compassionate and dedicated citizens, earning praise from the public. Under the Unnat Bharath Abihyan scheme, the college has adopted five villages, organizing ATC programmes that benefit these communities. Furthermore, the annual NSS camp consistently engages with the adopted villages, facilitating community development.

St. Agnes College has actively forged several functional Memorandums of Understanding (MoUs) and linkages primarily focused on academic enrichment programmes and student internship opportunities. These

collaborations serve as vital conduits for students to gain real-world experience and exposure, further enriching their educational journey.

## **Infrastructure and Learning Resources**

St. Agnes College boasts a well-structured campus divided into eight blocks, with one dedicated to administration and seven dedicated to academic pursuits. Within this academic enclave, the institution provides 74 ventilated, ICT-enabled classrooms, each accommodating between 50 to 110 students.

The Mother Aloysia Centenary Building houses the institution's jewel, a state-of-the-art library. The campus also hosts an air-conditioned auditorium with a capacious seating arrangement for 1500 attendees. Furthermore, the college has three seminar halls, two auditoriums, a Board Room, a studio, and the Office of the Controller of Examinations.

The technological infrastructure is robust, with 422 computing systems, 27 laboratories, and browsing centres equipped with high-speed 300 Mbps connections. A dedicated Learning Resource Centre promotes ICT-enabled teaching and learning. The entire campus is Wi-Fi enabled, ensuring seamless connectivity, and generators are on standby for uninterrupted power supply. The implementation of PACIFYCA software efficiently integrates all functional areas of the institution.

The library spans an impressive 14,800 sq. ft. comprising Librarian's cabin, Learning resource centre, Reference section, Research Scholar cabins, Reprography facility, wash rooms and rest room for the support staff.

The library is powered by advanced online/cloud-based Easylib 6.2a software, significantly enhancing functions like requisition, acquisition, circulation, report generation, security, cataloguing, and membership. The college's subscription to N-List of INFLIBNET provides access to over 6,000 journals and 90,000 e-books. It houses 62,668 books. Additionally, a biometric door security system is in place, ensuring secure access. The Learning Resource Centre complements this with multimedia resources like CDs, DVDs, TVs, home theatres, and book scanners for digitization.

The college campus extends its facilities outdoors with open grounds for sports, a shuttle badminton court, and a multi-gymnasium. Museums dedicated to Zoology, Botany, and Agnesum are valuable resources. A health centre and dedicated Ladies Room cater to the well-being of students. Comprehensive security is ensured through CCTV installations. A centralized server system connects the entire campus, streamlining administrative processes.

Through judicious construction and timely renovation, St. Agnes College maximizes its existing infrastructure, offering comfort and convenience to both faculty and students.

## **Student Support and Progression**

St. Agnes College is unwavering in its commitment to nurturing and supporting its student community. The institution has cultivated a robust student support mechanism that caters to financial, academic, and emotional needs. Financial assistance takes various forms, including scholarships, free ships and mid-day meal facility sourced from government and non-government, management and individuals and alumni. Notably, 26.75% of



students, on average, benefit from government scholarships, while 40.17% avail themselves of institutional schemes.

In addition to financial support, the college prioritizes student well-being through regular counselling conducted by teacher mentors. These mentors offer guidance and emotional support, ensuring that students can navigate their academic journey with confidence.

Furthermore, the institution fosters a dynamic environment for skill enhancement and capacity building. Various clubs and subject associations organize sessions dedicated to career guidance, higher education options, and training for competitive examinations. These initiatives empower students to make informed decisions about their future and equip them with the skills necessary for success.

The college places immense importance on transparency and accountability. It has established statutory committees such as the Anti-Ragging Cell, Grievance Redressal Cell, Prevention of Sexual Harassment Cell and an Equal Opportunity Cell providing avenues for addressing student concerns promptly.

The institution vigilantly monitors student progression, with approximately 35-40% of undergraduates advancing to higher education. Additionally, the college organizes campus placement drives, facilitating career opportunities for students.

Student participation in extracurricular activities is vibrant, facilitated by a range of clubs and subject associations. These platforms foster skill development and talent nurturing. Students frequently receive accolades and distinctions at the national and state levels in art, cultural, and sports competitions. Annual events like Sports Day, Inter-department Fests, and the Inter-collegiate fest further showcase their talents.

St. Agnes College has not only recognized the potential of its students but has also transformed them into effective communicators, leaders, and organizers, ready to embrace life's challenges with enthusiasm and maturity.

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

St. Agnes College embarked on a transformative journey of introspection, revisiting its Vision and Mission Statement. While embracing change to meet the evolving demands of the times, the institution remained steadfast in upholding its timeless values. The Management, ably guided by the Governing Body, the Academic Council, the Staff Council, and the IQAC, harnesses the experience and expertise of both internal and external stakeholders.

The organizational structure is supported by well-defined policies, fostering a participatory approach, effective leadership, and adept management to promote unwavering commitment to academic excellence. The institution rigorously adheres to norms set by statutory bodies, maintaining transparent procedures and an efficient grievance redressal mechanism.

Faculty development is pivotal, with incentives for higher degrees, recognition for paper presentations, and pedagogical training programmes. These initiatives empower faculty with knowledge and skills. Faculty members also benefit from technical and soft skills training, as well as programmes promoting spiritual and moral well-being. Participation in seminars, symposia, conferences, workshops, and fellowship programmes enriches their professional growth.

St. Agnes College fosters strong connections with alumni and parents, enriching campus life through workshops, celebrations, and active engagement in various activities. Resource mobilization is a strategic priority, leveraging support from the government, alumni, and other sources, with efficient fund utilization monitored through a robust audit system.

The IQAC serves as a catalyst, framing policies, developing plans, and institutionalizing quality in academic and administrative initiatives to realize the institution's Mission and Vision. It builds rapport with stakeholders through effective feedback systems, periodic audits, and programme enhancements, sustaining and elevating educational quality and institutional excellence.

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

St. Agnes College, a co-educational institution with a higher proportion of female teachers and students, actively promotes values of equity, empathy, and inclusion. Various clubs and forums play a pivotal role in sensitizing and orienting individuals towards these principles. The institution places a strong emphasis on individual development through social responsibility, fostering a culture of community engagement through numerous on-campus clubs, organizations, and associations.

The college proudly champions an eco-friendly campus, championing environmentally conscious practices. It observes national days of importance and celebrates religious festivals with enthusiasm to nurture the spirit of national integration. A strict code of conduct is upheld for students, faculty members, and administrative staff, monitored through appropriate committees.

Inclusiveness is a core value, and the college is well-equipped to cater to the special needs of Divyangyan individuals. Through dedicated clubs and forums, the institution ensures tolerance and harmony across cultural, regional, and socio-economic diversities.

St. Agnes College is dedicated to best and innovative practices that revolve around students and the community. Notable initiatives include "Navidad," a Christmas fundraising programme aimed at providing homes for the homeless, exemplifying the concept of Institutional Social Responsibility. Digitization of the campus reduces paper usage and promotes eco-friendliness.

A significant milestone is the introduction of "Agnes Towards Community (ATC)," a community involvement programme that partners with NGOs and Unnat Bharat Abhiyan, enabling final year degree students to engage with and contribute to the community.

The institution's commitment to community welfare is underscored by its sustained efforts in organizing blood donation camps, donating 80 to 100 pints of blood annually to Fr. Muller Medical College Hospital, Mangaluru.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST AGNES COLLEGE (AUTONOMOUS)
Address	St Agnes College PO Box 513 Bendore
City	Mangaluru
State	Karnataka
Pin	575002
Website	<a href="http://www.stagnescollege.edu.in">www.stagnescollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr M Venissa A C	0824-2223594	9035501438	-	office@stagnescoll ege.edu.in
IQAC / CIQA coordinator	Dr Ita D'Souza	0824-2218414	9480288286	-	ita@stagnescollege. edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Christian Minority Educational Institution
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1921
Date of grant of 'Autonomy' to the College by UGC	18-05-2007

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Karnataka	Mangalore University	<a href="#">View Document</a>
Karnataka	Rajiv Gandhi University of Health Sciences	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	26-05-1981	<a href="#">View Document</a>
12B of UGC	28-09-2016	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	27-07-2022	24	

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-01-2017
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	UGC Paramarsh
Date of recognition	10-09-2019

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St Agnes College PO Box 513 Bendore	Urban	7.549	14366.77

## **2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA,Bba Business Analytics,	36	II PUC	English	20	15
UG	BCom,Bcom Regular,	36	II PUC	English	60	59
UG	BCom,Bcom Bps,	36	II PUC	English	40	16
UG	BCom,Bcom Acca,	36	II PUC	English	60	46
UG	BCom,Bcom Professional,	36	II PUC	English	20	10
UG	BCom,Bcom Cma,	36	II PUC	English	50	26
UG	BCom,Bcom Business Analytics,	36	II PUC	English	20	9
UG	BBA,Bba Regular,	36	II PUC	English	60	43
UG	BCA,Computer Applications Ug,	36	II PUC	English	140	123
UG	BA,History Economics,	36	II PUC	English	15	8
UG	BA,History English Major,	36	II PUC	English	10	5
UG	BA,History Secretarial Practice,	36	II PUC	English	5	1
UG	BA,Psychology Economics,	36	II PUC	English	10	8
UG	BA,Psychology	36	II PUC	English	20	17

	gy English Major,					
UG	BA,Psychology Secretarial Practice,	36	II PUC	English	10	6
UG	BA,Political Science Economics,	36	II PUC	English	15	13
UG	BA,Political Science English Major,	36	II PUC	English	5	3
UG	BA,Political Science Secretarial Practice,	36	II PUC	English	5	4
UG	BA,Jmc Psychology,	36	II PUC	English	10	3
UG	BA,Psychology Nhe,	36	II PUC	English	10	4
UG	BA,Political Science Jmc,	36	II PUC	English	10	7
UG	BA,Computer Animation English Major,	36	II PUC	English	5	3
UG	BA,Computer Animation Jmc,	36	II PUC	English	5	2
UG	BA,History Nhe,	36	II PUC	English	10	1
UG	BA,Computer Animation Secretarial Practice,	36	II PUC	English	5	1
UG	BSc,Mathematics Physics,	36	II PUC	English	15	9
UG	BSc,Mathem	36	II PUC	English	10	2

	atics Computer Science,					
UG	BSc,Chemistry Physics,	36	II PUC	English	10	3
UG	BSc,Chemistry Computer Science,	36	II PUC	English	10	3
UG	BSc,Chemistry Zoology,	36	II PUC	English	15	8
UG	BSc,Chemistry Botany,	36	II PUC	English	15	8
UG	BSc,Zoology Microbiology ,	36	II PUC	English	30	20
UG	BSc,Computer Science Statistics,	36	II PUC	English	25	14
UG	BSc,Statistics Economics,	36	II PUC	English	10	2
UG	BSc,Zoology Psychology,	36	II PUC	English	15	14
UG	BSc,Psychology Botany,	36	II PUC	English	10	2
UG	BSc,Microbiology Nhe,	36	II PUC	English	10	8
UG	BSc,Computer Animation Computer Science,	36	II PUC	English	15	9
UG	BSc,Microbiology Botany,	36	II PUC	English	10	3
PG	MBA,Business Administration Pg,	24	Under Graduation	English	60	60
PG	MCA,Computer Application	24	Under Graduation	English	60	60



	Pg,					
PG	MSc,Chemistry Pg,	24	Under Graduation	English	30	14
PG	MCom,Commerce Pg,	24	Under Graduation	English	30	21
PG	MA,English Pg,	24	Under Graduation	English	20	9
PG	MSc,Psychology Pg,	24	Under Graduation	English	40	27
PG	MSc,Big Data Analytics Pg,	24	Under Graduation	English	20	0
PG	MSc,Clinical Psychology Pg,	24	Under Graduation	English	20	17
Doctoral (Ph.D)	PhD or DPhil ,Chemistry Phd,	36	Post Graduation	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Psychology Phd,	36	Post Graduation	English	6	6
Doctoral (Ph.D)	PhD or DPhil ,Commerce Phd,	36	Post Graduation	English	5	5
Doctoral (Ph.D)	PhD or DPhil,English Phd,	36	Post Graduation	English	2	1

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				8				3			
Recruited	0	0	0	0	0	8	0	8	1	2	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				8				77			
Recruited	0	0	0	0	3	5	0	8	8	69	0	77
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	10	33	0	43
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	8	0	2	9	0	22
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	0	3	0	7	62	0	72
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	3	17	0	20	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	118	88	2	0	208
	Female	1114	197	22	0	1333
	Others	0	0	0	0	0
PG	Male	56	16	0	0	72
	Female	143	83	0	0	226
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	1	0	0	2
	Female	10	0	0	0	10
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	4
	Female	15	17	8	12
	Others	0	0	0	0
ST	Male	1	0	0	3
	Female	11	11	11	9
	Others	0	0	0	0
OBC	Male	8	11	10	80
	Female	214	207	208	93
	Others	0	0	0	0
General	Male	1	1	4	8
	Female	329	227	213	354
	Others	0	0	0	0
Others	Male	2	0	0	28
	Female	220	212	153	198
	Others	0	0	0	0
<b>Total</b>		<b>801</b>	<b>686</b>	<b>607</b>	<b>789</b>

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Bba Business Analytics	<a href="#">View Document</a>
Bba Regular	<a href="#">View Document</a>
Bcom Acca	<a href="#">View Document</a>
Bcom Bps	<a href="#">View Document</a>
Bcom Business Analytics	<a href="#">View Document</a>
Bcom Cma	<a href="#">View Document</a>
Bcom Professional	<a href="#">View Document</a>
Bcom Regular	<a href="#">View Document</a>
Big Data Analytics Pg	<a href="#">View Document</a>
Business Administration Pg	<a href="#">View Document</a>
Chemistry Botany	<a href="#">View Document</a>
Chemistry Computer Science	<a href="#">View Document</a>
Chemistry Pg	<a href="#">View Document</a>
Chemistry Phd	<a href="#">View Document</a>
Chemistry Physics	<a href="#">View Document</a>
Chemistry Zoology	<a href="#">View Document</a>
Clinical Psychology Pg	<a href="#">View Document</a>
Commerce Pg	<a href="#">View Document</a>
Commerce Phd	<a href="#">View Document</a>
Computer Animation Computer Science	<a href="#">View Document</a>
Computer Animation English Major	<a href="#">View Document</a>
Computer Animation Jmc	<a href="#">View Document</a>
Computer Animation Secretarial Practice	<a href="#">View Document</a>
Computer Application Pg	<a href="#">View Document</a>
Computer Applications Ug	<a href="#">View Document</a>
Computer Science Statistics	<a href="#">View Document</a>
English Pg	<a href="#">View Document</a>
English Phd	<a href="#">View Document</a>

History Economics	<a href="#">View Document</a>
History English Major	<a href="#">View Document</a>
History Nhe	<a href="#">View Document</a>
History Secretarial Practice	<a href="#">View Document</a>
Jmc Psychology	<a href="#">View Document</a>
Mathematics Computer Science	<a href="#">View Document</a>
Mathematics Physics	<a href="#">View Document</a>
Microbiology Botany	<a href="#">View Document</a>
Microbiology Nhe	<a href="#">View Document</a>
Political Science Economics	<a href="#">View Document</a>
Political Science English Major	<a href="#">View Document</a>
Political Science Jmc	<a href="#">View Document</a>
Political Science Secretarial Practice	<a href="#">View Document</a>
Psychology Botany	<a href="#">View Document</a>
Psychology Economics	<a href="#">View Document</a>
Psychology English Major	<a href="#">View Document</a>
Psychology Nhe	<a href="#">View Document</a>
Psychology Pg	<a href="#">View Document</a>
Psychology Phd	<a href="#">View Document</a>
Psychology Secretarial Practice	<a href="#">View Document</a>
Statistics Economics	<a href="#">View Document</a>
Zoology Microbiology	<a href="#">View Document</a>
Zoology Psychology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP-2020 policy has been adopted by the college with effect from 2021-2022. The College has proposed and approved its Institutional NEP policy in the Statutory Academic Council and the Governing Body. The curriculum structure proposed by the Mangalore University are adopted with credit</p>
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	<p>allocations. The curriculum under NEP has Discipline Specific Core Courses, Discipline Specific Electives, Open Electives, Ability Enhancement Courses, Skill Enhancement Courses, Value Based Courses, Yoga, Health &amp; Wellness, Sports, Physical Fitness, Co-curricular &amp; Extra-curricular Courses. Value Added Courses, Student Enrichment Courses, Certificate Courses, Research projects, Internships, Seminars and Workshops are organized under the mentorship of competent faculty members. The College has adopted two-major system for Sciences and Humanities as per the state and university regulations, 2021.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>St Agnes College (Autonomous) has registered to the National Academic Depository (NAD) which maintains the Academic Bank of Credits. The NAD id of the college is NAD035328. Hereafter, the relevant student data of NEP batches will be automatically uploaded to ABC from the UUCMS portal of Government of Karnataka. Students can access their certificates only digitally and relevant data can be verified by all the stakeholders through NAD as no hard copies of original certificates are permitted to be issued to students as per guidelines. The college has already uploaded the Provisional Degree Certificates of batch 2020-2023 to the depository. This has helped the passed out unemployed students to apply for the Yuva Nidhi Scheme introduced by the Government of Karnataka.</p>
<p>3. Skill development:</p>	<p>St Agnes College (Autonomous) recognizes that skill development increases employability and can contribute to more inclusive national growth, particularly if offered to students from disadvantaged backgrounds. The College has addressed several kinds of skills in the past through sessions, talks and workshops. These have ranged from soft skills (like communication) to interview giving skills and CV Preparation Skills. The College seeks to continue skill development efforts in the following areas: Languages and Communication Skills (through a Language Laboratory), Research Skills (through student participation in research projects under the supervision of their faculty), Job based and IT skills (practice in making presentations, writing reports, using software for data analysis, and other forms of technology). Digital Fluency, Cyber security and artificial intelligence are compulsory papers taught</p>

	under skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian culture, languages and values are appreciated and celebrated through curricular and extra-curricular activities. Forums like Hindi Sangh, Kannada Sangh, Konkani Sangh, and Cultural Association promote national integration and cultural diversity. Hindi, Kannada, and Malayalam are offered as second languages. Theatre workshops, folk art exhibitions, and Agneseum highlight ancient culture and traditions.
5. Focus on Outcome based education (OBE):	Education at SAC is outcome based. . Faculty members were trained on Outcome-Based Education (OBE). The syllabus of each department highlights the PO's and CO's and the COs are mapped to the POs. The CO -PO outcome has been calculated for the outgoing students of the batch of 2022-23. Question papers are set as per Bloom's taxonomy/OBE using QnSmarti software.
6. Distance education/online education:	During the pandemic most of the classes were conducted in the online mode. Internal Exams were also conducted on the LMS platform of the college.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	St Agnes College (Autonomous) Mangaluru, has taken the initiative to set up the Electoral Literacy Club (ELC) as per the directives of Dakshina Kannada District Zilla Panchayat SVEEP which aims at strengthening the electoral participation among future voters. The ELC was constituted in the year 2018 and is functional at St Agnes College (Autonomous), Mangaluru, under the guidance of Dr Meera as the Nodal Officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC constituted in the year 2018 is functional at St Agnes College (Autonomous), Mangaluru, under the guidance of Dr Meera as the Nodal Officer and student office bearers. The ELC of the college is representative in character and functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The following programmes were conducted. A Mock Polling Booth was set up by the students during the Intra-departmental Arts Exhibition held at the College on 25 September 2018. Students from

students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

schools and colleges from Bendore vicinity visited the exhibition and participated in the Mock Polling, receiving hands-on experience in EVMs and other electoral procedures. Voter awareness among student community was conducted on the occasion of National Voters' day on 25 January 2019 by Mr. Chandramohan Marathe, Asst Professor, Dept of Political Science, St Agnes College and Mr. Shivananda, Retd Professor of Political Science, SDM College Ujire. In the vicinity of St Agnes College, Mercara Hills and Shivbagh area, a 'Voters Awareness Rally' was conducted on 18 February 2019 to stimulate and motivate the public on the significance of their electoral rights and duties. 'Voter's Enrolment Drive' was conducted in the Bendore ward and Form 6 was issued and distributed to the residents. A training programme on National Voters Service Portal (NVSP) was organized for the Teaching faculty and the non-teaching staff of St Agnes College on 27 September 2019. Mr. Sateesha, Lecturer, Dept of Electronics and Communication, KPT and Mr. Dayanand, KPT, Mangaluru conducted the session and highlighted the services offered by the NVSP Portal like registration of new voters, correction in Electoral details, downloading E-EPIC or Voter ID Card etc. A hands-on training session on usage of Online Voters Application and NVSP Portal was conducted by Mrs. Jyothi, Assistant Teacher (BLO), St Agnes Primary school Mangalore for student Volunteers and leaders of NSS units on 15 October 2022. ELC conducted a rally at Amlamogaru Gram Panchayat and visited the residents of the Gram Panchayat on 10 November 2022. ELC also organized Essay writing competition on the topic 'Urban Apathy towards Right to vote' on November 10, 2023.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

The D. K. Zilla Panchayat, SVEEP Committee and Cartoon Artist forum in association with St Agnes College Electoral Literacy Club and NSS Unit organized an Electoral awareness drive on 11 April 2023. Sr Dr Lydia A.C., Joint Secretary, St Agnes Institutions inaugurated the Programme. Dr Kumar, CEO D.K Zilla Panchayat was the Chief Guest. Icons and Ambassadors of SVEEP, Sri Arvind Bolar, Coastal wood Film Actor inspired the new voters. A cartoon exhibition was held by the Cartoon Artist forum of D. K District. The ELC members helped the

	<p>SVEEP committee members conduct a live demonstration of Voting procedure using EVMs and VVPat's. A Street play was performed by NSS Volunteers on this occasion.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students have participated in various competitions organised by D. K District, SVEEP and have won First place in Quiz, English and Kannada Essay writing, Poster Making competition for two consecutive years (2019-2021). Students also participated in an Interaction session with the Speaker of Karnataka Legislative Assembly Sri. Vishveshwar Kageri at Town Hall, Mangalore on 01 April 2022. All eligible voters were encouraged to cast their vote in the State Assembly Election 2023. Electoral enrolment drive was organized on 6 January 2024 through Online Voters Helpline with the help of NSS students.</p>

# **Extended Profile**

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## **1 Students**

### **1.1**

#### **Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1902	1878	2072	2236	2243
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### **1.2**

#### **Number of final year outgoing students' year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
634	736	758	789	736
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

## **2 Teachers**

### **2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	89	85	97	95
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

### **2.2**

#### **Total number of full-time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 155**

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

### **3 Institution**

#### **3.1**

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
371.04	213.97	335.28	1688.58	829.58

Uploaded files	
1	<a href="#">View Document</a>

## **4. Quality Indicator Framework(OIF)**

### **Criterion 1 - Curricular Aspects**

#### **1.1 Curriculum Design and Development**

##### **1.1.1**

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

St Agnes College ensures that all the courses included in any programme of study offered, are developed with local, national, regional and global developmental needs in mind. Every department of study has a Board of Studies comprising of the faculty, external subject experts, university and industry representatives, student representative and alumna, who scrutinise the syllabus of every course before approval. Every programme contains Programme Outcomes (POs)/Programme Specific Outcomes (PSOs). The course outcomes of each course and the syllabi of all programmes are displayed on the college website.

BOS meetings are conducted compulsorily every year, and the syllabi are reviewed taking into account recent developments in the subject area and industry requirements. Major revision of the syllabus is done once in three years considering the feedback given by faculty, board members and students who have completed the course.

The college adopted the NEP curriculum from the academic year 2021-22 and has adhered to the curriculum structure of the university with 20% changes in content. The focus is on preparing students for academe, research and employment. There are several courses in different programmes that cater to local and regional needs particularly with reference to the ecologically sensitive nature of the land, and the unique diversity of its language and culture.

The syllabus for the Biological Sciences has relevance in areas such as environment and climate change, advances in the molecular aspects of biology, industrial and biological chemistry, water conservation, health and hygiene, and contributes towards the alleviation of problems in the immediate society as much as at the global level.

The students of Physical Sciences learn the fundamentals of their subjects in depth and are trained to apply the power of reasoning, creativity and critical thinking.

The subjects taught under Commerce and Management enable the students to understand the significance and application of concepts in banking and finance. Integrated programmes in Bachelors in Commerce with courses on professional skills such as ACCA, CMA, BPS and Business Analytics are offered by the college to equip the students with higher skill sets and managerial traits and a global degree that has wider acceptance.

The courses offered under Humanities and languages engage the students with texts and concepts that help develop the ability to understand and resolve issues concerning human needs and problems such as social justice, secularism and democracy, secretarial and administrative skills, critical thinking, decision making, stress management and counselling skills.

The Postgraduate programmes help the students gain more in-depth knowledge of their fields. The MBA and MCA programme started in 2023 help students in being more corporate and IT industry ready.

Broad spectrum of value-added courses and certificate courses that cater to the local and national needs are also offered. Moral values and Spiritual aspects of students through holistic learning process are taken care by the compulsory course on Value education. 1248 UG courses and 202 PG courses have relevance to the local, regional, national, and global developmental needs.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

The curriculum is designed and developed by consulting Subject Experts/ Industrialists/Alumni and by referring to the curricula of national and international universities giving special consideration for employability, entrepreneurship and skill development. The contribution of BOS members from various fields offers rich inputs with regard to skill development which is a thrust area in higher education as it increases employment opportunities. The syllabi consists of language proficiency enhancing programmes, project work, internships which are skill based and IT oriented.

The departments of Science have designed the contents of the syllabi to prepare the students to face the challenges of an ever-changing scenario. The papers introduced foster the pragmatic approach to theoretical concepts. The syllabi focus on analysis of combinational logic circuits, applications of Database Systems, basic concepts of Programming languages, nutrition concerns in various stages of life cycle, food safety, food security, horticulture, food microbiology, environmental chemistry, industrial chemistry, radiation hazards and applications of mathematical concepts.

A wide variety of subjects form a part of Commerce and Management curricula such as banking, financial education and investment awareness, entrepreneurship development, marketing, human resource management, organization development, Total Quality Management, accounting standards, assessment of taxable income, that lead to employability, promotion of entrepreneurship, interpersonal skills and team building.



The syllabi of Humanities and Languages are framed to introduce the students to the basic concepts, modern trends, new media techniques, stress management, counselling, problem solving, organizational behaviour and provide an array of employment avenues in teaching field, public administration, government organizations, NGOs, media, hospitals and industries.

The syllabi at the PG courses are designed in such a way that the students are equipped with all the necessary employability skills; technical and soft skills required to work in various institutions, organizations, firms and hospitals. Inclusion of subjects like Python Programming for Data Analytics, Computing for Data Analytics, Machine learning and Deep Learning Lab, Artificial Intelligence, Cloud Computing, Supply Chain Management, International Business Management, Organizational Psychology, Java Programming, Mobile Application Lab, Block Chain Technology, Information & Cyber Security, Ethical Hacking, Cosmetic and Forensic Chemistry, Entrepreneurship & Small Business Management, Marketing Skills, Travel Writing, Communicative English, English For Specific Purposes, Counselling Psychology, Psychopathology make students industry ready.

The MBA (Management and Entrepreneurship) programme is designed to equip students to assume leadership responsibilities in an increasingly complicated and dynamic global environment.

The academic curriculum of the MCA programme prepares students to develop the technical and managerial skills that suits present IT industry standards. The students are given an opportunity to work in teams and create mini projects in all the semesters.

1100 UG courses and 156 PG courses have components of employability, entrepreneurship and skill development. Students widen their knowledge and also earn extra credits by opting for MOOCs / Coursera/ Swayam/ NPTEL Courses.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 38.42

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 1118

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 2910	
<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

<p><b>1.3.1</b></p> <p><b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b></p> <p><b>Response:</b></p> <p>The curricula of the college are so designed that it ensures the holistic development of the students. Cross cutting issues relevant to human values, environment sustainability, professional ethics and gender equity are a part of the syllabi framed for the UG and PG courses. Human values and professional ethics are fostered in students as they begin their programme at St Agnes College through the Student Induction Program.</p> <p>Interdisciplinary subject papers introduced for the First and Second degree i.e. Environmental Studies, General Education and Constitution of India create awareness in students regarding present day issues like climatic changes, global warming, natural disasters, gender discrimination, social injustice that need immediate attention and action.</p> <p><b>Professional Ethics:</b></p> <p>A total of 251 courses are related to Professional ethics. The syllabi of PG courses have project work where students are encouraged to undertake research work. The final project reports submitted go through Drill-Bit the plagiarism check software bought by the college for better quality research results. Papers like Writing for media focus on the role and responsibility of journalists in telecasting the events as they are, without any prejudice or bias, reflecting truth and justice.</p> <p><b>Gender Studies:</b></p> <p>Introduction of papers like Gender Studies, Youth, Gender and Identity, Women’s Literature sensitize</p>
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students about their status and role in society. Women’s Studies and Gender Equity, which was introduced for the students of autonomous batch encompassed issues concerning the same 68 courses have content concerning gender.

**Human Values:**

171 courses have content comprising human values. Papers on ‘Human Values and Ethics’ that are a part of the curriculum guide students to follow appropriate value-based system in their professional and personal life. Students imbibe values through classroom teaching, cocurricular and extracurricular activities. Selections from prose, poetry and fiction of syllabi of language departments, reflect life experiences, philosophical thinking and hard realities of life. Moral values and motivational stories help in inculcating human values in students. The students are prepared to face life through teachings of scholars from literature, historians and other great personalities of the world.

**Environment and Sustainability:**

Most of the courses designed in the curricula promote environment sustainability i.e. to meet the needs of the present without compromising the future generations. The department of Economics offers a paper titled ‘Sustainable Development’ that makes a thorough study of the idea from its inception to implementation. Other papers like Plant Physiology, Environmental Biology, Community Forestry, Ecology and Conservation Biology, Environmental Chemistry, Energy Sources, Environmental Microbiology foster the idea of preservation of environment. A good collection of nature poems and essays that reflect the beauty of nature and the consequences of destruction of nature are included in the language syllabi to make students sensitive and appreciate the nature around them.

Concepts highlighting green marketing and banking, train students to adopt environment friendly products/services using digital advertising mediums and to use virtual modes of transactions to support environment sustainable investment. 129 courses are designed prioritizing environment and sustainability in the curricula.

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

**1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response: 82**

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 83.58

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 56

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 67

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 52.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
789	607	686	801	828

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

2022-23	2021-22	2020-21	2019-20	2018-19
1557	1365	1365	1385	1345

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 71.74

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
201	237	246	249	240

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

2022-23	2021-22	2020-21	2019-20	2018-19
270	341	341	347	336

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

**2.2 Catering to Student Diversity**

**2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The spirit of inclusive education is at the core of St Agnes College's approach, recognizing the need to

adapt teaching styles to cater to students' differential abilities. This commitment to inclusivity is reflected in the college's continuous efforts to assess students' learning levels in relation to the content covered in classes.

Faculty members identify slow learners and advanced learners through personal interaction, classroom discussions and activities, performance in continuous assessments and mid semester examinations. Teachers actively seek feedback on the material they teach, encouraging students to ask questions and express any doubts or concerns they may have. By maintaining an open and receptive environment, teachers are able to identify slow learners who require additional attention.

Recognizing the heterogeneity of their classrooms, teachers adopt a flexible pace when covering the curriculum. By adjusting the pace of instruction according to students' needs, teachers can create an environment that fosters inclusive learning, ensuring that no student is left behind. Bridge courses for non-mathematics students opting for BCA, Communicative English classes for all I year students and Hands-on training in ICT for MBA and MCA students are conducted.

Special programmes and activities organised for the respective categories of learners are

### **Slow Learners**

- ◆ Dissemination of information regarding the programmes and support systems available to help the students pursue the programmes with confidence.
- ◆ Continuous monitoring by the respective mentors to keep track of the academic performance and progress.
- ◆ Coordination with the parents of the learners with difficulties, for identifying ways to provide help, both in the college and at home.
- ◆ Distribution of learning materials prepared by course handling faculty.
- ◆ Remedial classes and coaching for complex topics.
- ◆ Peer-tutoring by advanced learners.
- ◆ Group projects and group presentations in order to encourage all the members to contribute according to their abilities.
- ◆ Supplementary examinations for completion of courses.
- ◆ Teachers go above and beyond their regular teaching duties by offering slots for extra classes and doubt-clearing sessions.

### **Advanced Learners**

- ◆ Sessions for setting challenging life-goals by reflecting on individual career and professional aspirations.
- ◆ Motivated to take up Massive Open Online Courses (MOOCs) to further broaden their horizons and acquire new knowledge.
- ◆ Opportunities to organize and participate in intercollegiate as well as national-level fests, conferences, workshops, seminars and debates.
- ◆ Undertake project work.
- ◆ Paper Presentations, Poster Presentations, Research Paper publications to challenge them to expand their knowledge and skills.
- ◆ Co-curricular and extra-curricular activities at inter-collegiate and national level technical symposiums, conferences, workshops and competitions.



- ♦ Coaching for competitive exams such as NET/SLET/CAT/Bank exams.
- ♦ Capacity building and career guidance programs to equip students with the necessary tools for success in their chosen fields.

The role of teachers extends beyond the classroom. They serve as mentors to all students, providing guidance and support throughout their educational journey. By actively monitoring each student's progress, teachers can offer personalized attention and interventions when needed, fostering a supportive environment conducive to growth and success.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 20.9

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

St. Agnes College is deeply committed to provide a holistic education that goes beyond mere academics.

At St. Agnes College, teaching and learning methodologies encompass a range of approaches that promote an engaging and interactive learning environment.

### **Experiential learning**

The college ensures that students gain firsthand experiences that reinforce their theoretical understanding and promote personal growth. These interactive activities foster critical thinking, effective communication, and teamwork among students, enabling them to develop a deeper understanding of the subject matter and essential skills that will prove invaluable in their future careers.

Methods used are

- ◆ Extension Activities, Science Labs, Nutrition lab, Hospital internship in Clinical Psychology, internships and projects in industry and research centres.
- ◆ Guest Lectures, Subject-based Industrial Visits, Demonstration, Field Work and Visits, Field Activities and Hands-on Training

### **Participative Learning**

Students are provided with platforms to express their ideas, exchange perspectives, and collectively construct knowledge. These interactive activities foster critical thinking, effective communication, and teamwork among students, enabling them to develop a deeper understanding of the subject matter and essential skills that will prove invaluable in their future careers.

Methods used are

- ◆ Group discussions, debates, collaborative projects, peer teaching, and classroom presentations,
- ◆ Activity Based Learning, Debates, Seminars/Presentations, Buzz groups, Group Discussions, Student exhibitions

### **Problem-solving**

Teachers use Problem solving methods, based on the nature of courses, to encourage creative and innovative ideas, identification of cause-and-effect relationships, students' observation and analytical skills, convergent and divergent thinking, varied perspectives of real problems in society, situational and social awareness, cognitive skills etc.

Methods used are

- ◆ Case Studies, Brainstorming, Class Quiz, Subject-based Research

### **ICT enabled Learning**

All the teachers use ICT enabled methods that support effective individual and group learning, gathering and exchanging ideas, self-paced learning and higher levels of understanding through audiovisuals. The college has developed dedicated software, including Pacifyca and QnSmarti, which support the Learning Management System (LMS). These innovative tools facilitate various aspects of the learning process,

such as online quizzes, assignment submissions, and the monitoring of students' progress. Additionally, virtual classrooms offer students access to guest lectures by eminent personalities, further enriching their understanding and broadening their knowledge base in diverse subjects.

Methods used are

- ♦ E-content, e-resources, Google Classrooms, Mobile Learning, Power Poin Presentations, YouTube Videos

On the whole, St. Agnes College's unwavering commitment to holistic education is reflected in its incorporation of innovative learning methods. Through experiential learning, participative learning, and problem-based learning, the college ensures that students receive a comprehensive education that extends beyond the boundaries of traditional academics. By fostering practical skills, critical thinking abilities, and a deep understanding of their fields, St. Agnes College prepares students to thrive academically and contribute positively to society.

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

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

St. Agnes College is dedicated to providing a holistic education that goes beyond traditional teaching methods. The college recognizes the significance of mentorship in addressing both academic and student-psychological issues, and has implemented an effective Mentor-Mentee Scheme to support its students. Through this, teachers play a crucial role in guiding and assisting students in their educational journey.

The Mentor-Mentee program is built on clear guidelines, objectives, and expectations for both mentors and mentees. By defining the scope of support, mentors are well-prepared to provide the necessary academic guidance and emotional assistance to their mentees.

To ensure the effectiveness of the Mentor-Mentee Scheme, the college provides comprehensive training for teachers who serve as mentors. This training equips them with the essential skills needed to address academic challenges and support students' psychological well-being. Mentors are well-equipped to guide their mentees in a supportive and nurturing manner. Through their training, mentors are equipped to identify signs of psychological distress or mental health issues in their mentees. They provide a safe and supportive environment for students to share their concerns, offer empathy, and connect them with appropriate resources available on campus, such as counselling services or student support centres. Mentees are encouraged to openly discuss their academic and psychological challenges without fear of judgment. Mentors actively create a nurturing space that allows students to express their concerns, seek guidance, and develop the necessary skills to overcome obstacles.

##### **Role of mentor**

- ◆ Group mentoring to help students open up better
- ◆ Active listening
- ◆ One to one communication
- ◆ Develop techniques to understand student needs
- ◆ Problem-solving strategies
- ◆ Encourage regular check-ins and meetings
- ◆ Provide guidance and support
- ◆ Emotional first aid

These interactions provide a platform for mentors and mentees to discuss academic progress, set goals, address challenges, and explore personal concerns. The effectiveness of the Mentor-Mentee Scheme is regularly monitored and evaluated. The feedback enables the college to identify areas for improvement and make necessary adjustments to enhance the mentorship program. Collaboration with other support services is also a key component of the Mentor-Mentee Program. Mentors work in conjunction with academic advisors, counsellors, and student affairs professionals to provide comprehensive support to mentees. This collaborative approach ensures that students have access to a wide range of resources and services that promote their overall well-being and success. Continuous professional development is a priority, ensuring that mentors are equipped with the latest knowledge and best practices in mentoring, counselling, and support. Workshops, seminars, and networking events are organized to keep mentors updated on research and developments in the field of mentorship.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

At St. Agnes College, careful planning and effective implementation are key elements in ensuring a smooth and well-structured academic year.

**Academic Calendar**

To facilitate this, an academic calendar is prepared at the beginning of each academic year and distributed to students and teachers. This calendar serves as a comprehensive guide, containing important dates such as the opening of the academic year, mid-semester examinations, end-semester examinations, holidays, and semester breaks.

The process of creating the academic calendar involves several steps to ensure accuracy and efficiency. The Planning and Evaluation Committee plays a crucial role in organizing a meeting to draft an action plan for the upcoming academic year. During this meeting, the committee considers various factors and inputs from faculty members, taking into account the requirements of the curriculum, academic regulations, and other institutional considerations.

Additionally, the scheduling of meetings for the Board of Studies (BOS), Academic Council, and Governing Council is carefully planned and strictly adhered to. These meetings play a vital role in shaping academic policies, reviewing and approving courses, and ensuring effective governance of the institution. By adhering to a predefined schedule, the college ensures that necessary decisions and discussions take place in a timely manner, enabling smooth academic operations.

Furthermore, academic, co-curricular, and extra-curricular activities for the academic year are also planned well in advance. These activities encompass a range of events, such as dates of examinations, seminars, workshops, cultural programs, sports day, college day, students' day, college fest and community engagement initiatives. By planning these activities ahead of time, the college ensures that students have a well-rounded educational experience and opportunities to enhance their skills beyond the classroom

**Teaching plan:**

The teaching plan is another integral component of the academic calendar. Department heads hold meetings with their respective faculty members well in advance of the commencement of the semester's coursework. These meetings allocate subjects and determine the teaching plan for each course. The teaching plan outlines the course content and the pace at which it should be covered during the allotted lecture hours. This approach ensures a consistent and uniform pace of teaching across different sections of the same course.

The effective implementation of the teaching plan is closely monitored by the Head of the Department, who plays a supervisory role in ensuring the quality and consistency of teaching practices within the department. In cases where one is not able to adhere to the teaching plan, special classwork is planned to ensure that students are not deprived of their academic requirements.

Additionally, the academic audit conducted annually by the Internal Quality Assurance Cell (IQAC) scrutinizes the teaching plan as part of its assessment of the overall academic processes and outcomes.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	89	85	97	95

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 21.29

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

**Response:** 33

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 10.16

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 925

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.4

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 56.84

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 54



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 19.6

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	18	32	16	18

<b>File Description</b>	<b>Document</b>
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.92

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	19	8	12	35

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1741	1813	2025	2145	2182

<b>File Description</b>	<b>Document</b>
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- ♦ **Examination procedures**
- ♦ **Processes integrating IT**
- ♦ **Continuous internal assessment system**

**Response:**

To streamline and enhance the assessment process, the institution predominantly uses two software applications: Pacifyca and QnSmarti.

**PACIFYCA:**

PACIFYCA adopted in 2018 is an Education Management technology that seamlessly integrates and evaluates the institutional data, to make it available to various stakeholders, namely, the Principal and the administrative staff, Registrar and the examination section staff, teaching staff, students and parents.

Access is limited to the area defined to each user and is password protected. Other than examination management it also covers admission management, attendance management, fee management, and all the other related tasks.

The CIA component is a major part of formative assessment of students and has a weightage of 20% for CBCS scheme for UG 30% for PG and 40% under NEP. It comprises of three to four sub-components:

1. the Mid-semester Examination/unit tests
2. Seminars/Assignments/Problem Solving Skills
3. Multiple-Choice Questions (MCQ),
4. Attendance (for NEP batches).

The PACIFYCA takes care of all the processes of the CIA by enabling staff to administer the components, evaluate (including online evaluation when required), record marks and process the results of CIA. It integrates all the processes and makes the examination system user friendly.

- ♦ Provides students the necessary facilities and information in their personal logins, namely the exam application, exam fee payment, the admission card, CIA scoring, taking the Quizzes for both internal and end semester examinations, staff feedback, marks and attendance verification including their extra-curricular performance and ESE results.
- ♦ Provides the faculty access to: manage the student attendance, quiz administration, marks entry for CIA and ESE, results of all examinations conducted, online work diary, preparation of bills and payment of exam remuneration, etc.

The technology facilitates the Registrar's Office to manage with ease all the processes seamlessly from examination fee payment to declaration of results without delays or disruptions.

### **QnSmarti :**

The college has also integrated QnSmarti, a software application, into its evaluation system. QnSmarti plays a crucial role in generating question papers based on question banks prepared by teachers. It incorporates Bloom's Taxonomy, a widely recognized educational framework, to ensure the incorporation of diverse cognitive skills and levels of learning in the assessment process. The adoption of Bloom's Taxonomy has brought objectivity to the evaluation process and improved the quality of question papers. As a result, the examination system has witnessed tremendous improvement.

The Learning Management System (LMS) portal of QnSmarti provides an additional avenue for conducting quizzes and assessments for students. This online platform enables teachers to create and administer quizzes, ensuring active student engagement and participation.

The computerization of the evaluation system enables efficient management of student data and assessment records, reducing manual errors and administrative burden. As a result, the college is able to declare results on time, ensuring that students can seamlessly progress to higher education and continue their learning journey without delays or disruptions. By adopting technology, the college has created a student-centric environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

St. Agnes College adopted Outcome Based Education (OBE), comprehending that the primary need of current times is to focus on challenges of 21st century education such as student engagement, equipping students with knowledge, skills and attitudes, allowing continuous improvement in curriculum, encouraging life-long learning, ensuring appropriate examination system and reinforcing teaching-learning reforms.

OBE ensures that educational activities focus on higher order learning, based on achievable and measurable outcomes.

- ◆ IQAC had organized a workshop, and held extensive discussions on OBE for all the teachers, enabling them to frame PEOs, PSOs, POs and COs for their respective programmes and courses.
- ◆ The Course Outcomes for each course are framed by the respective department staff and finalized in Board of Studies.
- ◆ Mapping of PEOs with Mission, PEOs with PSOs/POs, COs with POs are analyzed and finalized by the departments.
- ◆ Taxonomy levels for each unit are identified and mapped in the syllabus.

POs focus on enabling students to

- ◆ Engage in continuous professional development.
- ◆ Function effectively with social responsibility as leader or member of teams.
- ◆ Demonstrate professional ethics, encourage community living and contribute to Nation-building initiatives.
- ◆ Engage in life-long learning.

COs focus on enabling students to

- ◆ Understand course-specific concepts.

- ♦ Gain domain-specific knowledge.
- ♦ Analyse and apply knowledge appropriately.
- ♦ Design and develop solutions for problems.

### **Mechanism of Communication**

- ♦ Vision and Mission of the Institution are displayed in the website of the College, put up in the different blocks and included in the Handbook.
- ♦ PEOs, PSOs/ POs of all the programmes are displayed in the website under the respective Departments.
- ♦ Hard and soft copies of syllabus with Course Outcomes are shared with the teachers and Students.
- ♦ A hard copy of the syllabus is maintained in every department for ready reference.
- ♦ New batches of students are made aware of PEOs, POs/PSOs during Student Induction Programme (SIP)
- ♦ COs of a specific course are explained by the course teacher to the students while introducing the course, at the beginning of a semester.

### **Attainment and evaluation of Course Outcomes**

COs are measured using the following direct methods that provide concrete base for assessing whether the student has assimilated knowledge of the course taught.

- ♦ End Semester Examination
- ♦ Continuous Internal Assessment which includes assignments, quiz etc
- ♦ Laboratory experiments / exercises
- ♦ Projects/Internships / Industrial Training with Viva-Voce examination
- ♦ Seminars and Presentations
- ♦ Case studies and Role Play

COs are assessed using suitable weightage allocation to Continuous Assessment and End semester examination. Consistent high pass percentage of students in the courses is an indication of the high attainment of the Course Outcomes.

### **Attainment and evaluation of Programme Outcomes:**

POs are evaluated through direct and indirect methods.

Direct: When all the COs of all the courses in a programme are attained, it indicates the attainment of the POs.

Indirect: Curriculum Feedback from final year students at the end of the final semester.

Alumni Feedback and Interaction with respective departments

Employers' Feedback

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

<b>2.6.2</b>	
<b>Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)</b>	
<b>Response:</b> 83.75	
<b>2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:</b>	
Response: 531	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.77**

## **Criterion 3 - Research, Innovations and Extension**

---

### **3.1 Promotion of Research and Facilities**

#### **3.1.1**

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

St. Agnes Centre for Post Graduate and Research was **recognized as a Research Centre by Mangalore University in 2015**. The college is committed to promoting a research culture among faculty and students.

The research policy of the college aims to develop and promote scientific temper and research aptitude among all learners. It also aims to ensure that the research activities of the college conform to all applicable rules and regulations of the affiliating university and UGC, as well as to the established standards and norms relating to the safe and ethical conduct of research. The **research policy** outlines the scope, objectives, and responsibilities of management and staff. It also highlights the criteria for and types of rewards to encourage research. The same has been uploaded at <https://www.stagnescollege.edu.in/pcontent/uploads/2021/11/agnespolicy-for-promotion-of-research.pdf>.

The **Research Advisory Committee** has been constituted and several time-bound strategies have been worked out to enhance the contribution of the faculty towards research.

**Promotion of Research:**

- ◆ Establishment of a Research Centre.
- ◆ Guideship to four teachers of PG departments of Psychology, Commerce, English and Chemistry.
- ◆ Seed money for Minor Research projects.
- ◆ Research rewards are given to the faculty for publication in UGC-CARE, Scopus and Web of Science-indexed journals.

Departments in collaboration with the research committee and various external institutions and industries have organized workshops/ seminars and conferences related to research and innovation.

- ◆ National level seminar on Computational Mathematics and Research Culture
- ◆ Certificate Course on Research Methods in Social Sciences.
- ◆ FDP on Fundamentals of Research & Publication
- ◆ Session on Publications in Scholarly Journals
- ◆ A workshop on Qualitative Research
- ◆ Demonstration on J-Gate resources

**Library:**

- ◆ Allotment of working space for research scholars



- ♦ Annual renewal of e-resource databases
- ♦ DrillBit Plagiarism Checker for the similarity check
- ♦ DSpace - an open-access digital repository software
- ♦ The profiles of the teachers have been updated in **Vidwan**, the premier database of INFLIBNET.
- ♦ Science labs and Computer labs were upgraded with instruments, equipment, and the latest software.
- ♦ Research methodology courses in PG curriculum.
- ♦ Mandatory projects/ internships
- ♦ A Research Review Club by the MBA department

A Server and UPS have been installed in the college for an uninterrupted supply of power. WiFi connectivity with 300 MBPS has been installed for network connectivity.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research**

**Response: 0**

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

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

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 0

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 3.76

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.03

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

Response: 4

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 2.2

### 3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 2

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

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

#### Response:

St Agnes College has created an ecosystem with the aim of promoting and nurturing a culture of research and innovation among the staff, students and research scholars. The ecosystem incorporates various initiatives and programmes that contribute to the overall growth and development of intellectual property rights (IPR), creativity and the transfer of knowledge and technology.

#### Ecosystem for entrepreneurship and innovations:

- ♦ International Conference on Business Resilience in Turbulent Global markets was organized by PG Commerce department.
- ♦ A week's trade fair by Entrepreneurship Development Forum .
- ♦ International conference proceedings on Innovation and Digitalisation- Strategies for Global Collaboration was organized by PG Commerce department.
- ♦ An International Conference on “Green Entrepreneurship and Sustainable Development” was organized by the Department of Business Administration and Entrepreneurship Development Forum (EDF).
- ♦ A one-day Inter-Collegiate workshop on Women Entrepreneurs – Prospects and Challenges by Dept of Commerce, EDF and Women's Cell of the college.
- ♦ A workshop on ‘Wire Bag Making’ for the women of Sneha Sanjeevini Okkoota, Munnur Gram Panchayath in association with a NGO “Empower Her.”
- ♦ A National Level Webinar on ‘The Schemes under Skill Development Entrepreneurship’ in association with Karnataka German Technical Training Institute (KGTTI), Govt. of Karnataka.
- ♦ A Session on ‘Virtual Company Formation’ and Interaction with Industry Expert.
- ♦ Certificate Course- Learn a Business for training on entrepreneurship.
- ♦ Guest lectures on Start Ups, Digital marketing, entrepreneurship empowerment.
- ♦ The institution actively promotes Industry-Academia collaborative practices by introducing internships in the curriculum.

- ♦ MOUs with major organizations for promoting entrepreneurship and research have been signed.
- ♦ Enrichment programmes were organized on Mutual Funds- A Tool for Investment and Avenues of Digital Marketing.

### **Awareness on IPR:**

- ♦ International conference on Intellectual Property Rights and Entrepreneurship was organized by the departments of BBA and Commerce.
- ♦ Webinar on IPR by departments of Political Science, Economics and Secretarial Practice.
- ♦ The IQAC organized a webinar in collaboration with Rajiv Gandhi National Institute for Intellectual Property Management (RGNIIPM) & National Intellectual Property Awareness Mission (NIPAM) launched by the Govt. of India on the occasion of 'Azadi ki Amrit Mahotsav' to create widespread awareness on IPR.

### **Indian Knowledge System (IKS)**

- ♦ Promotion of Indian culture during College day, Students day, Ethnic day
- ♦ Articles in Indian languages in the college magazine
- ♦ Celebration of International Yoga Day
- ♦ Certificate course in Yoga
- ♦ A two day exhibition 'Samskruthi' on traditional Indian utensils and equipment by the Linguistic departments, which had a footfall of more than 2000 visitors
- ♦ Extracurricular activities by various associations: Aakram-dramatics association, Prathibha-Hindi Sangha, Kannada Sangha and Konkani Sangha.
- ♦ Celebration of Konkani Manyatha Diwas
- ♦ Celebration of Hindi Diwas
- ♦ Organization of 'Lakshakantagala Geethagayana' and 'Kotikantagala Geethagayana' on Karnataka Rajyostava day.
- ♦ Celebration of Indian festivals.
- ♦ Mangaluru Taluk level Kannada Sahithya Sammelana
- ♦ Aakram-dramatics association organized Kannada Rangabhoomi workshop and enacted dramas in various parts of Karnataka.
- ♦ Aatid Onji Dina and Bale Kesardonji dina Gobbuga traditional local monsoon events were organized.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 6

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 12	
<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>3.4.3</b>	
<b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b>	
<b>Response: 0.08</b>	
<b>3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b>	
Response: 13	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>

<b>3.4.4</b>
<b>Number of books and chapters in edited volumes published per teacher during the last five years</b>
<b>Response: 0.16</b>

3.4.4.1 <b>Total Number of books and chapters in edited volumes published during the last five years</b>	
Response: 25	
<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

3.4.5	
<b>Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science</b>	
Response: 2.76	
<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

3.4.6	
<b><i>Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution</i></b>	
Response: 3.5	
<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy



### 3.5.1

#### Revenue generated from consultancy and corporate training during the last five years

**Response:** 6.51

#### 3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3.5	1.5	0	0.7	0.813

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

St Agnes College places great emphasis on extension activities which form an integral part of the education system here. Students engage in initiatives that foster social engagement. **A survey with 120 responses** of students conducted via Google Forms, highlighted the impact of such activities.

#### **1. Agnes Towards Community:**

This activity is mandatory for all final-year students on Saturdays. The process involves planning,

preparation, execution and evaluation. Students connect with various villages to educate residents on topics including environmental awareness, Gram Panchayat initiatives, and combatting gender-based violence.

**Impact:** ATC sensitizes students and develops their skills through community service thereby driving social transformation.

## **2. Service Learning:**

The Department of Psychology, conducts service learning for the second-year degree students by visiting **St. Agnes Special School** and interacting and teaching the differently abled children and thereby getting exposure to the challenges faced by them. The voluntary contributions made by the students is utilized by the school for buying necessary books and materials for the children.

**Impact:** Students get an opportunity to meet children with ADHD, Learning Disability, Down's syndrome, Autism and Conduct Disorder which helps them to put their curriculum into practice.

## **3. Old Age Home and Orphanage interactions:**

As part of extension activities done by ECA, students visit old age homes, asylums and orphanages. They lend a listening ear to the elderly and spend time with them. In orphanages they teach the children English, computer literacy and other skills.

**Impact:** Visit to these centres was an eyeopener and a learning experience to the students.

Some responses of the students are:

- a. "The visit to the old age home impacted me the most. Looking at elderly women staying together sans their actual family increased my respect for my family bonds. This experience has taught me to value my parents' love and companionship, leading me to respect and stay close to them."
- b. "My visit to the old age home was an enriching experience. It made me appreciate the elderly and their contributions to society, and also made me aware of the challenges they face. I left the home with a sense of gratitude and respect for the residents and the staff who take care of them."

## **4. Blood donation camps and Hair donation drive:**

The Youth Red Cross Unit, NCC and NSS Units of the College organises 'Blood Donation Camp' every year. Every year 80-120 pints of blood is donated to Father Mullers Medical College, Mangaluru. The College has been awarded with a certificate of appreciation for the same. Students also respond positively to SOS calls for blood from hospitals.

Hair Donation drive is an initiative by the Women's Cell of the College where hair of 12 inches or more length is collected from students, staff and public for preparing wigs for cancer patients.

**Impact:** The donors expressed their joy of raising the self-esteem of cancer patients through their service.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**3.6.2**

**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**  
**Response: 94**

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	2	33	24

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

### 3.7 Collaboration

### 3.7.1

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

**Response:** 32

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The College is located in the heart of the city at Bendore which is easily accessible and well connected. The campus is spread across 30,553.77 sq. mts. and has approximately 12,141 sq. mts. of built-up space for UG and 2,225.77 sq. mts. for PG It has adequate building space for classrooms, laboratories, library, auditoriums, seminar halls, studio, indoor games facilities, canteen, gymnasium, health centre, Vermi-compost unit, botanical garden, parking area and playgrounds. There are 30 staff rooms. The college has 2 auditoriums, 2 conference halls and 3 seminar halls and a board room equipped with LCD and audio system. The entire campus is Wi-Fi enabled. The campus provides an eco-friendly environment with facilities for rainwater harvesting, solar panels, Vermi-compost unit and other green initiatives. The campus is CCTV enabled to ensure the safety of all students.

The college premises is divided into eight blocks, one Administrative and seven academic blocks.

#### **a) TEACHING AND LEARNING**

##### **CLASS ROOMS**

The classrooms are housed in six academic blocks. The college has 66 ventilated, ICT enabled classrooms with 50 to 110 seating capacity with LCD, WIFI and LAN facilities.

##### **LABORATORIES**

The college has 27 well-equipped Science and Computer laboratories to enrich learning experience of the students. All the labs are fully functional and well maintained. The Science Labs are strengthened by DBT, STAR college funding.

##### **COMPUTING FACILITIES**

The college has 8 computer labs. There are 401 computers in the laboratories and departments with a band width of 300 MBPS.

#### **b) ICT ENABLED FACILITIES (other than classrooms)**

- ♦ Centralized Library
- ♦ Audio Visual Room
- ♦ LMS facility- PACIFYCA LMS
- ♦ Video Conferencing facility
- ♦ Media Centre
- ♦ 3 Seminar Halls
- ♦ 1 Board Room
- ♦ Electronic Scrolling Boards-2
- ♦ Home theatre
- ♦ Surveillance Camera -31 CC cameras, with 3 DVRs

#### **c) FACILITIES FOR CULTURAL AND SPORTS ACTIVITIES**

- ♦ One AC auditorium with 1500 seating capacity and 5 other seminar halls.
- ♦ Musical instruments - 2 keyboards, 1 drum set, 1 guitar and band instruments
- ♦ Open Air Stage
- ♦ 4 Generators with 50-64 KVA power
- ♦ Gymnasium
- ♦ 2 spacious playgrounds with 200 Meter track, basketball court, Shuttle Badminton Court, Ball Badminton/Throw ball Courts and volleyball courts
- ♦ Yoga Room/Fitness Room,
- ♦ Pavilion with 3 galleries with seating capacity of 300 spectators,
- ♦ Indoor games facilities like Table Tennis, Chess, Carom boards

#### **d) OTHER ADDITIONAL FACILITIES**

- ♦ Canteen
- ♦ Book Bank in Departments
- ♦ Parking Areas
- ♦ Counselling Rooms and Nava Chethana Wellness Centre
- ♦ 16 water purifiers and 9 water coolers,
- ♦ 27 Air conditioners
- ♦ Health centre
- ♦ Ramps, Lifts
- ♦ Chapel
- ♦ Solar Panels
- ♦ Rain Water Harvesting System.
- ♦ Fire Extinguishers
- ♦ Intercom
- ♦ Public address system
- ♦ Reprography
- ♦ Carmel helpline for stationery
- ♦ Three Museums- Zoology, Botany and Agneseum
- ♦ Botanical Garden
- ♦ Vermi- Compost Unit
- ♦ Book Bank in the departments
- ♦ Notice Boards
- ♦ Day care centre

- ♦ The facilities of the institution are used for conducting Government and Bank examinations. The infrastructure and physical facilities of the institution is adequate for effective teaching and learning thereby leading to the multifaceted development of students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

##### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.35	23.92	184.71	1400.87	419.19

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

The College Library was automated with ILMS- EasyLib Library Automation Software in 2007 and it has been upgraded in 2020 to an advanced online/ cloud-based Easylib 6.2a software with more features on Requisition, Acquisition, Circulation, Report generation, Security, Set Up, cataloguing and Membership.

Web OPAC, Digital Library, fully configurable web page and Integration with RFID are the advanced provisions available in the Upgraded version. The library has state-of-the-art facilities and has implemented advanced technology Radio Frequency Identification (RFID) for increasing the safety, and security of the available resources and to enhance efficiency, accuracy, and convenience. Access Control was installed for entry and exit to the library using RFID SMART Cards. Library has RFID portable Handheld reader for stock verification and identification of the books on shelves and two staff Workstations for fast and accurate circulation.

The library is housed on the ground floor of the Mother Mary Aloysia Centenary Block with an area of 14800 Sq.ft. It has various sections like Circulation, Stack, Learning Resource Centre, Reference / Research hub, Server room, Acquisition, Photocopy, Rare Collection, College Magazines, Donated Books, Librarian room, staff room, girls and boys' washrooms.

Learning Resource Centre has Multimedia facilities like CDs, DVD's, T.V., Home theatre, Book Scanner for digitalization etc.

Along with books and journals in printed version, the library also subscribes to National Library and Information Services Infrastructure for Scholarly Content (N -LIST) database from the INFLIBNET centre that allows the users to access 1,99,500 e-books and 6000+e journals under NLIST and 6,00,000 e-Books through National Digital library (NDL). Access is also provided through J-Gate Arts and Humanities for 7000+ Journals and Social Science & Management for 12000+ Journals in various subjects. The library has updated its website with various information and useful links.

To enhance the usage the library organizes an orientation programme for students. Dr S R Ranganthan/ Librarians Day has been organised every year on 12 August with research-oriented activities or book exhibitions. The library also has organised Programmes like The Buzz about books/ Oguganinda Oduganige, FDP on e-content development, Workshop on Canva, MOOC/SWAYAM. A webinar on -The Schemes under Skill Development Entrepreneurship in association with Karnataka German Technical Training Institute (KGTTI), Govt. of Karnataka has also been conducted. An awareness programme on J-GATE, an electronic gateway to global e-journal literature.

Book exhibitions on Rare Collections, Reference Books, Indian Freedom Fighters, Books on Yoga, AIDS etc were organized to enhance the usage of the library. An outreach activity was organized and the entire campus from First standard to Post Graduate level students were invited to explore the library.

For optimum utilization, the library has an Open Access system and staff and students are encouraged to use the available resources in the library. It has developed an institutional Repository-using DSPACE an open-source software. With the support of Conard Hilton Fund for sisters, California, USA, it has undertaken a project on Digitization of Rare Collections.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.58

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0.80	0.17	3.32	14.48

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The college recognises the importance of ICT facilities along with other infrastructural facilities. Accordingly, plans are made and executed for the upgradation of ICT facilities available on the campus. There has been an increase in the number of computers as well as in the use of internet facilities and customized software.

### **IT Facilities:**

- ◆ Number of computers available on campus is 401 and those used for academic purpose is 395
- ◆ LCD Projectors/ Scanners/ Printers
- ◆ Seven computer laboratories
- ◆ Learning Resource Centre
- ◆ 3 ICT enabled Seminar halls.
- ◆ Fixed LCD projectors in various classrooms make classes more interactive and richer in multimedia content.
- ◆ Carmel studio is equipped with Adobe Premiere Pro 2021 software to prepare videos and e-content.
- ◆ Use of different types of licensed and open source software by Faculty
- ◆ Biometric attendance for all staff.

### **Band Width:**

The college has been steadily increasing its internet connectivity over the past few years. The current Band width is 300 Mbps. The college has also entered into an agreement with Metro Networks for leased lines. All departments including the college office is equipped with Wi-Fi having 7 routers and 22 switches (15 in UG and 7 in PG).

### **Software Updation:**

In addition to the hardware facilities, necessary software updating has been done in the college as part of its e-governance and e-facilities.

- ◆ PACIFYCA is the ERP software used to manage all the administrative and academic process online was installed in 2019. The entire data right from admission to issue of marks card is maintained by it. This includes Entering CIA, practicums, projects and end semester marks.
- ◆ Automatic question paper generation software QnSmarti from IPSR Solutions, Kottayam is being used from 2019.
- ◆ The college library has been automated with ILMS- EasyLib Library Automation Software and it was upgraded to an advanced online/ cloud-based Easylib 6.2a Software.
- ◆ RFID Middleware is a radio-frequency identification (RFID) software for increasing the safety, and security of the available resources.
- ◆ Access Control was installed for entry and exit to the library using RFID SMART Cards.
- ◆ The library has RFID portable Handheld reader for stock verification and identification of the books on shelves.
- ◆ Employee Self Service Software (For check in and checkout)
- ◆ DSPACE 7.1 Version (DSpace is an open source repository software)
- ◆ DrillBit: Anti Plagiarism Software
- ◆ Remote access through NLIST
- ◆ G-Suite licensed Open source software is available on the campus.

- ♦ Student information system (UUCMS) is used to manage the student data in detail with regard to the admission process and helps in integrating the students, parents, teachers and the administration. It also stores the grades and records of the student in a consolidated format which helps in individual student tracking.
- ♦ Cyber security for entire internet networking is controlled by a firewall Sonicwall and with anti-virus K7 Total security.

Computing services and communication service are rendered by the service providers in coordination with the Network Administrator thus providing a more engaged and safe learning environment. Currently, a full-time qualified technician has been appointed by the management for doing the maintenance works.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 4.3.2

#### **Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 4.82

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

Response: 395

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

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Integration of ICT at all educational levels is crucial for the growth of a knowledge-based society. The value of e-content as a teaching tool is enormous. It is the most recent technique of training that has caught the interest of students and instructors from all types of educational institutions.

E-content, usually referred to as digital content, is any material that is distributed over a computer network, such as the internet, or that is made available over network-enabled electronic devices.

E-content is a technological innovation that uses design, delivery, selection, administration, and extension of learning. E-content in education is a potent weapon that may be utilized skillfully and efficiently in the classroom to create an atmosphere that is more interesting for learning and to provide students access to a better degree of educational competence. Thus, e-content comprises all sorts of formats of information that can be placed on a digital platform like text, audio, video, graphics, animation etc.

Advantages of e-content in education are diverse and far reaching. First and foremost it offers unparalleled convenience and flexibility, allowing students to access course materials regardless of their physical location. With experts available at any time and from anywhere, learners can benefit from a wealth of knowledge beyond the limitations of traditional classrooms. E-content fosters novel approaches to learning, encouraging creative thinking and problem solving skills. Moreover, it promotes teamwork and collaboration among students, preparing them for the collaborative nature of modern work environments.

Excellent facilities are provided by the institution for the creation of electronic material. There is a Carmel studio with a room for recording and another for editing. The studio utilizes professional software like Adobe Premiere Pro software for video editing and Audacity for audio enhancements. Yamaha and Focus rite mixers ensure top-notch sound quality. In the studio, there is one PC and two monitors. The studio's advanced equipment, including two studio lights, a wireless studio master audio receiver and a sound system woofer allows for high quality production. The eight channel splitter enhances audio distribution ensuring a learning experience for students. Other studio equipment includes three wired microphones, two focus rite microphones, three mike stands and three compact rotating microphone stands.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 5.25

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
35.11422	21.24915	23.58771	45.09133	55.50866

#### File Description

#### Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

**General Policy and Mechanism:** The college has ample academic and infrastructural resources which are upgraded regularly with well-established policies and procedures which are displayed on the college website. A committee comprising of the Vice Principal, Finance Officer, 2 Faculty Members, Maintenance supervisor and a technician supervises its utilisation, maintenance, and upgradation. Students are guided on how to make use of the available facilities.

The major maintenance work in the college takes place during the summer vacation to avoid any disruption of academic and co-curricular activities. The Heads of Department give their suggestions regarding maintenance works to be done in their departments. All equipment relevant to laboratory, IT system, sports and gym, water purifiers, solar power system etc are updated with annual maintenance contracts wherever necessary, or are serviced. The maintenance supervisor oversees the maintenance of generators, Air conditioners, general lighting, power distribution system, surveillance system (CCTV), furniture, repair work of the classrooms, Water supply etc.

The campus cleanliness such as no waste, no plastic, no smoking policy, etc. is maintained by a team of employees under the supervision of the Vice Principal. The classrooms and office rooms, Library, Laboratories, washrooms are cleaned every day.

### **Laboratory:**

Laboratories in the college are maintained by the support staff. Stock verification of the laboratory equipment is done annually and stock books are maintained in every Science Department with all the relevant entries. Disposal of chemicals in the Chemistry, Botany, Zoology and Microbiology laboratories is done in accordance with standard procedures. Instruments are serviced regularly and major repair work of instruments is outsourced.

### **Computers:**

Maintenance of computers and other IT equipment is done in-house. ICT tools are maintained by the technician of the college. Cases calling for major repair are outsourced or replaced with new stock.

### **Library:**

The maintenance of the library and stock verification is overseen by the librarian with the help of library assistants. All books are marked, classified and placed on racks. Books with minor damages are repaired in the college library itself while the ones requiring stitching and binding are outsourced. On request from each department, a list of required books is prepared and procured for the next academic year.

The HOD and Faculty see to the issue and maintenance of Books in the Departmental Libraries.

### **Sports:**

The Physical Education Department is entrusted with the proper maintenance of ground and gymnasium. Necessary instructions are given to the students as to how to use the ground, gymnasium equipment etc. First Aid Kits are maintained and their refilling done regularly.

### **Garden:**

The garden is maintained with the help of a gardener.

### **Other Facilities:**

Separate booking registers are maintained for the systematic usage of conference halls, auditorium, seminar halls, museum and all the other facilities provided by the college.

CCTV is installed in all the prime locations of the Campus. An arrangement is made with the supplier for the proper follow up and maintenance. The college has also appointed three security guards who are in-charge round the clock.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 67.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1411	1241	886	1664	1776

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The St Agnes College Career Guidance and Placement Cell stands as a paramount resource, assuming a pivotal role in assisting students in navigating their professional journeys and securing gratifying placements. Acting as a vital conduit connecting students with potential employers, the cell provides



comprehensive guidance and unwavering support at every stage of the process. Through meticulously tailored career counselling sessions, students receive personalized guidance that aligns with their unique interests, strengths, and aspirations. These sessions serve as a compass, enabling students to discern their career objectives and explore diverse pathways to achieve them. Complementing this, the cell orchestrates workshops and seminars on resume building, interview techniques, and professional etiquette, equipping students with the indispensable skills to distinguish themselves within the fiercely competitive job market.

The cell actively forges collaborations with distinguished companies and organizations, inviting them to the campus to conduct recruitment drives and present internship opportunities. Apart from on-campus placements, the career guidance cell passionately supports students in pursuing off-campus prospects. It facilitates the identification of internships, research projects, and part-time jobs, fostering practical exposure and reinforcing students' professional acumen. Additionally, the cell remains attuned to the ever-evolving industry trends and job market demands, empowering students with invaluable insights to make informed decisions regarding their careers.

Promoting a conducive environment for placements, the cell regularly orchestrates campus placement drives where a multitude of companies converge to conduct comprehensive recruitment processes. Acting as a proficient intermediary, the cell expertly coordinates the entirety of the placement procedure, encompassing interview scheduling, organization of group discussions, and provision of necessary support to both students and recruiters. By aligning students' skill sets meticulously with employers' requirements, the cell optimizes the likelihood of successful placements.

The career guidance cell organizes enlightening lectures by experts on various topics, including overseas career opportunities, career advancements in biological studies, humanities and social sciences, the scope of data science in industries, psychology careers, aviation and hospitality prospects, microbiology and life sciences, commerce and management pathways, among others. Moreover, the college offers a range of certificate courses, add-on courses, and student enrichment programs that significantly augment students' employability prospects. The personal e-counselling provided by the placement officer assists students in making judicious decisions to explore placement options. The college also facilitates coaching for competitive examinations such as NET/SLET, IAS/KAS, banking, and management aptitude tests.

The career guidance cell extends its unwavering support and mentoring even after students have secured placements. It maintains a robust alumni network, connecting graduates with accomplished individuals who have forged successful careers. This invaluable networking platform serves as a resource for mentorship, guidance, and potential employment opportunities.

In essence, the career guidance cell at our institution assumes an invaluable asset, moulding the future of our students. By providing personalized counselling, forging industry collaborations, hosting placement drives, and delivering continuous support, the cell equips students with indispensable tools and opportunities to secure their desired placements and instils within them a profound sense of confidence and preparedness as they venture into the realm of the professional world.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

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

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 16.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	195	113	98	107

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 0.79

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	3	0	9

**File Description**

**Document**

List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response:** 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	10	5

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

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

**Describe the Student Council activity and students’ role in academic & administrative bodies within a maximum of 500 words**

**Response:**

St Agnes college is characterized by its commitment to providing students with a holistic educational experience that extends beyond the classroom. One key element in fostering student engagement and empowerment is the establishment of an active student council and the inclusion of student representatives on academic and administrative bodies/committees.

An active student council serves as the voice and representative body of the student community. It plays a crucial role in bridging the gap between students and the college administration, fostering a healthy and constructive dialogue. The council acts as an advocate for student interests, concerns, and suggestions, ensuring that their voices are heard and their needs are addressed effectively. It represents students' interests on various platforms, such as college committees, meetings with faculty and administration. By actively participating in these forums, the student council ensures that student perspectives are considered in decision-making processes. Moreover, the student council acts as a catalyst for positive change, initiating projects, events, and initiatives that enhance student life, promote campus inclusivity, and contribute to the overall development of the college community.

The student council plays a key role in organizing cultural and social events that enhance the campus experience and promote diversity and inclusivity. These events include annual inter collegiate fests, intra-departmental fests, talent shows, cultural performances, workshops, competitions, celebration of ethnic days, teachers' day, students' day etc. Such initiatives provide students with opportunities to showcase their talents, learn from experts, and celebrate the richness of their diverse backgrounds. The student council offers numerous skill development and leadership opportunities to students.

The student council often engages in community service and social outreach programs through Agnes Towards Community (ATC) project of the college and extra-curricular activities of various associations and clubs. These initiatives aim to address social issues, promote awareness, and contribute to the betterment of society. The council assists in organizing blood donation drives, awareness campaigns on environmental sustainability, and volunteers for local charities. These activities foster a sense of social

responsibility among students and promote a positive impact beyond the college campus.

Student representatives act as the bridge between their peers and faculty, facilitating communication and ensuring that student concerns and feedback are considered in shaping the academic landscape. Their input contributes to the creation of a student-centric learning environment, promoting a sense of ownership and shared responsibility in the academic community.

The presence of an active student council is invaluable in the college campus. Through its activities and initiatives, the student council enhances the overall college experience, fosters student engagement and empowerment, and promotes a vibrant campus culture. The council plays a crucial role in promoting student welfare, organizing events, initiating positive changes, and enhancing the college's academic and extracurricular environment.

The college recognizes and supports the student council in all its endeavours and create an environment that encourages active student participation and leadership. By actively involving students in decision-making processes, the college creates an environment of shared governance, collaboration, and holistic development.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

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

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 0

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

The St Agnes alumni association plays a pivotal role in the growth and development of the college, serving as an invaluable support system for current students, faculty, and the institution as a whole. Alumni members, with their diverse experiences and expertise, provide valuable insights into various industries and career paths. Through mentorship programs, workshops, and guest lectures, the association facilitates meaningful interactions between alumni and students, helping them make informed decisions regarding their academic and professional journeys. This guidance enables students to gain a realistic understanding of their chosen fields and equips them with the necessary skills to succeed.

By leveraging their professional networks, alumni members assist in bridging the gap between academia and the industry, facilitating access to valuable resources, and opening doors to career advancement. Alumni who have excelled in their respective fields are invited to the college to conduct workshops or seminars on topics such as resume building, interview skills, life skills, personal branding, and industry insights. These workshops have helped students enhance their professional skills and gain a deeper understanding of various career paths.

The alumni association often contributes to the financial well-being of the college and its students. Alumni members generously donate funds, establishing scholarships and grants to support deserving students. These financial contributions have made a significant impact on the lives of deserving students, enabling them to access quality education and achieve their academic goals.

The alumni association fosters a strong sense of community and connection between current students and alumni. It organizes alumni reunions, homecoming events, and other social gatherings, providing opportunities for alumni to connect with each other and with current students. These interactions serve as a platform for knowledge-sharing, networking, and mentorship. Alumni often share their experiences and success stories, motivating and inspiring current students to strive for excellence and reach their full potential.

The alumni association facilitates lifelong learning and professional development by organizing seminars, workshops, and webinars featuring distinguished alumni and industry experts. These events provide a platform for alumni to share their expertise and insights, keeping current students and faculty updated on emerging trends, industry advancements, and relevant skills.

The members of the Alumni association through its chapters spread across the world have generously contributed funds to their alma mater for the construction of the Mother Mary Aloysia Memorial Auditorium in commemoration of the centennial celebration of the college. This impressive undertaking serves as a testament to the enduring bond between alumni and their cherished institution.

The alumni association conducts community outreach programs every year by visiting orphanages and old age homes and spreading love and affection through monetary and non-monetary contributions. By



actively engaging in such initiatives, alumni of the college act as a role model to its juniors to be the voice for the voiceless and be a support system for the less privileged.

Through collaborative efforts and the expertise of its members, the alumni association serves as an unwavering pillar of support, ensuring the continued growth and prosperity of its alma mater.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1**

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

#### **Response:**

St. Agnes College has a system of governance that is supported by a proactive Management, where authority and responsibility are assigned, delegated and shared in a climate of mutual respect. The institution has followed the stated policy of its quest for excellence in its vision and mission statements, which is deployed through decentralised and participatory governance. Its traditions and value orientation uphold an inclusive culture and broad vision. It focuses on women empowerment and endeavours to ensure the holistic development of students.

#### **NEP implementation**

The institution's governance and leadership are evident in the implementation of the National Education Policy (NEP) in 2021. The IQAC organized a webinar on NEP- Insights and Challenges for faculty of the college and other institutions. The college has implemented the curriculum framework based on NEP in letter and spirit. It has offered new combinations of subjects of study, ability enhancement courses, skill development courses along with internships and projects.

#### **Sustained Institutional growth**

The long-term perspective plan is developed by the Management in consultation with the Planning and Evaluation Committee. The entire planning and implementation processes are democratic and participative in nature, wherein the feedback and suggestions taken from all the stakeholders are also kept in view. The implementation plans are worked out under various committees that are formed, based on various time bound goals. Budgetary allocation is done as per the policy and based on the requirements.

The various departments make short term plans keeping in view the comprehensive long-term plan which works like the framework and provides guiding pointers, to chart a path towards implementation at the departmental levels in terms of academics, research and development activities.

- ◆ To achieve sustained institutional growth, the college conducts training programs to enhance the competency level of faculty and support staff members.
- ◆ The institution has started Big Data Analytics, MBA and MCA programmes at the PG level and Nutrition and Health Education and Computer animation at the UG level.
- ◆ The College offers PhD programmes in 4 PG departments.
- ◆ The library has been renovated and includes state of the art features like RFID,
- ◆ All Science Laboratories have been upgraded with equipment under the Star College Status

scheme.

### **Decentralization, participation in the institutional governance**

- ♦ The institution follows a decentralized governance structure where the Controller of Examinations, Deans, Heads of Departments and faculty members play pivotal roles in academic events and have the freedom to streamline the activities and take decisions. Decentralization of power has significantly contributed to improving the quality of education in the institution.
- ♦ As a participative management approach, teachers have the privilege to make concurrent decisions in the Board of Studies, implementation of academic activities, and student mentoring.
- ♦ Faculty are encouraged to take lead roles as Principal, Controller of Examinations, IQAC Coordinator, Members of the Governing Council, Academic Council, Boards of Studies and function as Course Coordinators, NSS Camp Officers, Coordinators of various Clubs, Cells and Committees.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

#### **Response:**

The institution is committed to advancing while preserving the distinctiveness of its mission and vision. The ongoing strategic planning and implementation process is aimed at achieving the desired goals in a highly competitive world. It focuses on fostering better communication and understanding among all stakeholders of the institution.

#### **Key aspects of the strategic plan include:**

- ♦ Introducing new undergraduate courses in interdisciplinary emerging fields and postgraduate programs in niche areas
- ♦ Utilizing innovative teaching tools and pedagogies such as ICT, Problem based learning, and MOOCs to effectively engage students.
- ♦ Enhancing faculty excellence through recruitment of well-qualified faculty and encouraging their participation in workshops, seminars, faculty development programs, and national/international conferences.
- ♦ Promoting research and development through a research committee and establishing

collaborations and MOUs with reputed institutions and industry.

- ♦ Strengthening institutional governance and leadership to enable timely decision-making and optimal utilization of resources.
- ♦ Aligning skill enhancement courses to enhance employability and job prospects for students.
- ♦ Establishing a robust and responsive support system for students, including mentoring and grievance redressal mechanisms.
- ♦ Expanding capacity-building efforts to bridge the gap between theory and practice, thus increasing career opportunities for students.
- ♦ Implementing eco friendly and socially relevant programmes.

These strategic initiatives reflect the institution's commitment to innovation, academic excellence, industry collaborations, research, student support, and sustainable practices.

### **Administrative Set Up:**

The Principal holds the responsibility for the overall functioning and growth of the College, encompassing administrative, academic, co-curricular, extra-curricular, and extension/outreach programs. In collaboration with a team of key individuals, including the Management, Vice-Principal, PG Coordinator, Controller of Examinations, Dean of Administration, IQAC Coordinator, academic deans, Heads of Departments, Student Welfare Officer, Coordinator of the Student Council, and Committee Heads, various programmes are conducted to accomplish the institutional objectives.

### **Appointment, Service Rules, procedures:**

The institution follows a Human Resource Policy that adheres to the guidelines and regulations set by the University Grants Commission in terms of recruitment. The institution advertises vacancies in leading newspapers and announces on the college website. The selection process is transparent and involves a committee consisting of the Principal, Management representatives, Deans, Heads of Departments, and subject experts. Candidates are selected based on their qualification, competency, experience, and performance in the interview process. Newly recruited staff members undergo an intensive training program that acquaints them with the institution's ethos and values. A service register is maintained for the appointed faculty members. Overall, the institution's Human Resource Policy emphasizes transparency, fair selection processes, staff welfare, continuous learning, and a supportive working environment.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the**

**following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

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

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1**

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

**Response:**

The institution recognizes the dedication and commitment of its teaching and non-teaching staff members as one of its major strengths. It prioritizes the physical and psychological well-being of all stakeholders and strives to create an inclusive culture and a sense of family within the campus.

**Performance Appraisal System:**

Performance appraisal for faculty is done every year with confidentiality and a great deal of mutual respect. Performance appraisal had been conducted based on self assessment and student feedback. The student feedback is shared with the staff and the principal also goes through these and offers suggestions to each staff member for improvement.

**Monetary Welfare Measures**

The institution provides the following welfare measures for both teaching and non-teaching staff members, ensuring their financial security and well-being. These measures include:

- ♦ Non-teaching staff members have access to an interest-free loan through the Mother Aloysia Fund, providing financial assistance when needed.
- ♦ Staff members are entitled for casual and earned leave as per service rules.
- ♦ Staff members are entitled to paid leave for six months during their maternity period.
- ♦ Faculty members receive annual increments, ensuring their salary growth and recognition for their service.
- ♦ A Provident Fund scheme is facilitated for faculty members, ensuring their financial security.
- ♦ Management permanent staff members are eligible for gratuity benefit as per the Service Rules.
- ♦ Staff members with salaries below Rs. 21,000 per month are entitled to Employee State Insurance benefits, which include health insurance coverage and medical benefits.

### **General Welfare Measures**

In addition to the specific welfare measures mentioned earlier, the institution also implements general welfare measures for the well-being of its staff members. These measures include:

- ♦ The institution operates a canteen that provides meals and refreshments to staff members at subsidized rate.
- ♦ Staff members have access to a reprographic facility.
- ♦ The institution organizes annual staff picnics, offering an opportunity for faculty members to come together, relax, and enjoy recreational activities outside of the work environment.
- ♦ Staff members have access to gymnasium and sports facilities.
- ♦ Staff members have access to Wi-Fi facilities on campus, enabling them to utilize digital resources for their work.
- ♦ The institution provides a day care centre for staff members who have young children.

### **Career Growth and Development:**

- ♦ Orientation programmes and Faculty Development programmes are organized to enhance and update teaching methodologies.
- ♦ Financial support is provided to faculty members undertake Research projects, upgrade skills, attend conferences, workshops, FDPs, refresher courses, and orientation programs.
- ♦ The library is well-equipped with facilities for accessing journals online and offline, internet browsing, e-resources, reprographic/photocopying services, SAC Repository, newspaper clippings, and OPAC service.
- ♦ Seed money is provided to encourage faculty members to engage in Minor Research.
- ♦ Staff members are encouraged to participate in faculty enrichment programs, and enroll in short-term courses, including online courses offered by platforms like Coursera, edX, Swayam/NPTEL, etc.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	03	15

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

### 6.3.3

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 36.98

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
62	29	51	21	6

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

**6.4 Financial Management and Resource Mobilization**

**6.4.1**

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

**Financial Management**

The Governing Body and the Finance Committee hold significant responsibilities in the institution's financial management, including planning, budgeting, allocation, and disbursement of funds. The institution actively seeks government and non-government grants to improve its infrastructure and knowledge resources. It carefully monitors the effective and efficient utilization of financial resources to support the teaching-learning process. Research grants from various agencies, and funding from alumni serve as additional sources of funds, which are utilized for both recurring and non-recurring expenses. Grants received are meticulously planned, allocated, and utilized in accordance with the directives of the funding authorities.



## **Resource Mobilization**

To ensure effective utilization of available financial resources for infrastructure development and academic needs, the institution employs a well-defined mechanism. Administrative and academic heads, along with coordinators of various cells and committees, submit budget requirements for the upcoming academic year. This includes areas such as research, placement, library acquisitions, maintenance costs, software and internet charges, printing and stationery, equipment and consumables, and furniture and fixtures. The finance committee plays a key role in financial decision-making, monitoring the disbursement and utilization of grants from different sources.

The committee prepares an annual budget estimate, taking into account proposals, recommendations from the principal and management, and the approved budget. All major financial decisions are made by the Governing Body and the finance committee. The institution adheres to the approved budget for both academic and administrative expenses.

The purchasing process is initiated by the purchase committee and finance committee after the final approval of the budget. Quotations are obtained and purchase orders are placed after negotiations. Transparency is maintained through proper documentation, including bills and vouchers. Bill payments are approved after careful verification of items. Respective faculty members ensure that suitable equipment/machinery with the correct specifications are purchased. The entire procurement process is closely monitored by the purchase committee, maintenance committee, and the principal. A financial audit is conducted by a chartered accountant at the end of each financial year to ensure compliance with regulations.

In summary, the Governing Body and Finance Committee play crucial roles in the institution's financial management. The institution employs a well-defined mechanism to monitor the effective utilization of financial resources, with transparency in transactions and compliance with financial regulations being a priority.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.4.2

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 917.64

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.96	73.43	101.95	463.46	274.84

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

#### **Financial Audits:**

- ◆ The Institution has established a system to conduct annual internal and external audits on its financial transactions. The finance committee of the organization is responsible for overseeing the internal audit process. The committee carefully examines the information related to income and expenses and, through the institution's head, submits a compliance report to the management.
- ◆ Additionally, an external agency is engaged to conduct an external audit once a year. This external audit provides an independent assessment of the institution's financial records, statements, and processes.
- ◆ By conducting both internal and external audits, the institution demonstrates its commitment to maintaining transparency, accountability, and financial integrity. These audits play a crucial role in ensuring the accuracy and reliability of the institution's financial data, instilling confidence in stakeholders and providing assurance that financial operations are conducted in a compliant and ethical manner.

#### **Process of the internal audit:**

- ◆ The financial committee conducts an annual audit of each voucher, thoroughly examining bills and vouchers related to various expenses. This process allows for a detailed scrutiny of the expenditures made under different categories or headings. If any discrepancies are identified during the audit, they are brought to the attention of the Head of the Institution for review and resolution.

#### **Process of the external audit:**

- ♦ The accounts of the Institution undergo regular auditing by a chartered accountant, in accordance with government rules and regulations. The institution has appointed a statutory external auditor who conducts an audit of the accounts once a year. During the external audit, the auditor reviews the financial records and statements of the institution, comparing them with the supporting documents. Any discrepancies or issues identified during the audit are thoroughly examined and resolved with the necessary supporting documentation.

## **Audit procedures:**

### **1. Sources of Income Verification:**

- ♦ The auditor verifies the sources of income, such as scholarship and fee collections, by cross-referencing them with the approved list of students and receipts issued to the students.
- ♦ Reconciliation is done between the amount of fees receivable and the amount actually received.
- ♦ The auditor checks the received grants and ensures proper documentation and recording of these funds.

### **2. Expenses Vouching:**

- ♦ Internal auditors carefully examine payment vouchers and match them with relevant invoices and bills to ensure the accuracy and legitimacy of expenses.
- ♦ The auditor reviews the classification of expenses, distinguishing between revenue and capital expenses.
- ♦ Bank account reconciliation is performed, and bank confirmations are obtained to verify the accuracy of recorded balances.
- ♦ Depreciation calculations for fixed assets are reviewed to ensure compliance with accounting standards.
- ♦ The auditor assesses the status of any old debit or credit balances, ensuring appropriate resolution.
- ♦ Payments of salaries are checked against salary statements to verify accuracy and compliance with applicable laws.
- ♦ The auditor verifies the payment of statutory dues such as Provident Fund (PF), Tax Deducted at Source (TDS), and Employee State Insurance (ESI).
- ♦ Statutory compliances required by the Income Tax Act and other relevant laws are reviewed and verified.
- ♦ Any queries or discrepancies encountered during the audit are addressed promptly, with supporting documents provided.
- ♦ Once all financial transactions are accounted for, the auditor prepares the balance sheet and income and expenditure statement for the financial year.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- ♦ **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- ♦ **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

#### **Response:**

The Institution has a dynamic Internal Quality Assurance Cell (IQAC) that has been functioning since 2006. IQAC plays a very significant role in monitoring and maintaining quality assurance within academic systems, the foremost being teaching, learning and evaluation. The IQAC has evolved comprehensive strategies for the overall improvement of the functioning of the institution which have had a positive impact on its functioning. Two practices which have been institutionalized are given below:

#### **Practice I Stakeholder Feedback**

Feedbacks are taken periodically from several stakeholder groups like alumni, parents, peers and even employers and mainly from the staff and students. The feedback is being collected from students on curricular aspects through online mode since several years. The questionnaire is devised and administered online through google form. It is then collated and the report is placed before the Governing Body of the College.

Student Satisfaction Survey of Teaching Learning Process is also conducted by the IQAC. Using the NAAC questionnaire in online mode. The feedback is analyzed and the summary is discussed during the general staff meeting and placed before the Governing Body. The feedback report is also published on the college website.

Strengths and weaknesses of the staff are identified by collecting student feedback. The feedback of Individual Teachers is administered by 'PACIFYCA' software. It is then collated and shared with the individual teachers so that they can improve themselves.

Staff self-appraisal: Individual staff members submit a self-appraisal on components related to their individual enhancement in academics, qualification and contribution to the institution. The Principal

reviews the self- appraisals of the faculty and offers useful suggestions for the betterment of the faculty.

## Practice II

### Department Academic Audit

In order to ensure academic accountability, to define effectiveness of the teaching-learning process and to devise methodology to confirm maximum output from faculty members as well as students, the IQAC annually conducts the Department Academic Audit. The Department Profile designed by the IQAC is filled and submitted by all departments. The IQAC team then schedules the visits to all the departments on selected days. The audit team interacts with the faculty and checks the files and documentation in the departments. The audit team give suggestions for improvement to the departments. The review has enabled a mutual sharing of best practices of departments and has helped “raise the bar” for individual departments.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

#### **Initiative 1 – Teaching-Learning and Evaluation Process**

- ♦ **Teaching Plan**
- ♦ **Student centric teaching methods**
- ♦ **Qn smart i – automatic question paper generation**
- ♦ **Online work diary**

**Teaching Plan:** The IQAC has initiated the preparation of a teaching plan for all courses in the college at the beginning of the academic year. This is done so that the lessons are conducted in an orderly manner and completed in a timely manner.

**Student centric Teaching methods:** The IQAC suggests innovative pedagogical methodologies for conducting classes. It also recommended assignments be given on mini projects and review of literature.

The IQAC has taken effective steps to enhance the potential of ICT enabled teaching & learning. During COVID classes were conducted on google meet and Pacifyca Learning Management System was developed in order to submit assignments and conduct internal examinations .

Faculty have been encouraged to complete MOOC and other courses on the Swayam and NPTEL platform. A workshop on “E- content development” was organized to give Hands on Training in Design of Lessons, lesson Scripts and ICT integrated Lesson development.

**Qn smart i – automatic question paper generation:** Qn smart software is a software that automatically generates the question paper for the End Semester Exam. The questions are framed based on Bloom’s taxonomy. A ratio of 1:10 is maintained in the question Bank.

**Online Work Diary:** Work diary is maintained by every faculty, disclosing the work done for the day.

## **Initiative 2 – Continuous Quality Improvement through Outcome Based Education (OBE)**

- ♦ **Outcome Based Education Policy**
- ♦ **Measurement of PO-CO Attainment**

OBE is a student-centric instruction model which focuses on measuring student performances through outcomes.

A five-day workshop on ‘Outcome Based Education’ was organised from June 10 to June 15 2021 by IQAC. The importance and procedure for implementing OBE for all the programmes was clearly explained to the faculty.

Faculty were trained to develop the POs/PSOs, and the Cos aligning with the programme/course of study.

(PSOs) define educational outcomes, and at the end of a Programme the learner is able to do at the end of a course (COs). Organizing/designing the curriculum will produce the desired objectives and outcomes. Mapping the course outcomes with the programme specific outcome and programme outcome gives a clear idea about the entire syllabus and the desired outcome.

Application of assessment tools and processes form part of OBE. Formative and summative examinations, course assignments, seminars, quiz, project work, class tests, open book examinations are in use The students’ attainment of learning outcomes are assessed and evaluated on the basis of their performance in the formative and summative examinations for the outgoing batch. Assessing the attainment of educational objectives of an institution will be followed up through employer satisfaction surveys, placement records of students and their progression to higher education records.

The OBE system helps build learner competencies in students that would enable them to cope with the demands of the changing global scenario making them employable.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## **Criterion 7 - Institutional Values and Best Practices**

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### **7.1 Institutional Values and Social Responsibilities**

#### **7.1.1**

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

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

**Response:**

#### **Promoting Gender Sensitization in a Co-Educational College: Initiatives and Framework**

Our institution, once exclusively for women, has transitioned to co-education, marking a shift towards gender equity and sensitivity. In this context, a comprehensive approach is adopted to foster awareness and understanding of gender-related issues across the campus community. This discourse succinctly encapsulates the core areas where this initiative takes form.

#### **Curricular Integration:**

The curriculum is strategically infused with gender-focused subjects. Notably, courses such as 'Women's Literature' and 'Gender Studies' in the English major highlight gender dynamics. The 'Indian Constitution' elective accentuates gender equality provisions, aligning with the National Education Policy. Advanced levels, like the MA English program, explore concepts of feminism and feminist theory within cultural and critical contexts.

#### **Infrastructure and Security Enhancement:**

Infrastructure is designed for inclusivity and security. Essential amenities like separate washrooms for both girls and boys and a dedicated ladies' room equipped with facilities and lockers are provided. Security is bolstered by round-the-clock guards, comprehensive CCTV coverage with 31 CCTV's linked directly to the Principal's office, and a controlled-entry women's hostel. The library, sports building, and canteen offer gender-equitable spaces and services. The college is situated in the prime area of the city, making it accessible for transport, health care, banks, and post office.

#### **Institutional Organization and Governance:**

Promoting gender inclusivity is integrated into the institution's fabric. Student and faculty engagement in committees and cells extends to gender-related ones. Distinct groups such as the Women's Cell, Anti-Ragging Cell, and Prevention of Sexual Harassment Cell ensure a safe and equitable campus environment. A Gender Policy guides stakeholders, reinforced by periodic gender audits.

#### **Promotion of Healthy Practices:**

The Women's Cell plays a pivotal role in fostering awareness. Workshops, seminars, and talks on topics

like women's issues, self-defense, and empowerment are regularly organized. Significant emphasis is placed on involving women resource persons for events and administrative leadership roles. Notably, Women's Day celebrations highlight achievements and concerns through impactful plays and felicitation.

**Counselling and Support Systems:**

Counselling services are proactively offered through the Carmel Counselling Centre and Navachethana Counselling Centre. Trained psychology staff provide assistance, while mentor-mentee interactions incorporate external counselling. To facilitate gender equity the male students are assigned senior male and female mentors to monitor their emotional well-being. Additionally, robust parent-teacher interactions via the Parent-Teacher Association prioritize student well-being.

Our college's journey towards gender sensitization within the co-educational paradigm encompasses curricular enrichment, infrastructural inclusivity, organizational frameworks, holistic practices, and support systems. This multifaceted approach not only cultivates awareness but also nurtures an environment where gender equity flourishes. As the institution continually evolves, these efforts remain integral to its ethos, fostering a progressive and inclusive learning environment for all.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**7.1.2**

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

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

- ♦ **Solid waste management**
- ♦ **Liquid waste management**
- ♦ **Biomedical waste management**
- ♦ **e-Waste management**
- ♦ **Waste recycling system**
- ♦ **Hazardous chemicals and radioactive waste management**

**Response:**

#### **Solid Waste Management:**

St. Agnes College is dedicated to implementing innovative strategies for maintaining a Zero-Waste Campus. The institution actively fosters awareness among stakeholders to promote recycling, curtail waste, minimize consumption, and advocate for the use of reusable, repairable, or recyclable products. Notable measures include:

- Following the Municipal corporation's waste segregation protocol using three-color bins for dry, wet, and other waste categories.
- Distribution of classroom and campus bins for waste disposal.
- Regular waste collection with collaboration with Mangalore City Corporation.
- Discarding solid waste like newspapers, used books, and old magazines through the scrap system.
- Creative reutilization of unused answer sheets and booklets by the commerce department.
- Embracing digitization through online MCQ tests, feedback systems, and paperless communication via the WiFi-enabled campus.
- Promoting paper recycling by conducting workshops on crafting paper bags from waste newspapers, alongside reuse of single-side printed paper for informal materials.

#### **Liquid Waste Management:**

The campus is equipped with a well-maintained drainage system that efficiently channels liquid waste into Mangalore City Corporation's underground sewage system. Additionally, water from ornamental and cultured fish tanks is repurposed for nurturing campus plants. Water from the hand wash areas is diverted to the plants nearby.

#### **E-Waste Management:**

St. Agnes College adopts a streamlined approach to E-Waste management:

- Regular servicing of electronic devices by technicians.
- Disposal of E-Waste through responsible agents.
- Proper disposal of unused electronic devices like computers, monitors, and calculators through external agencies.
- Conducting awareness programs on E-Waste management across various departments.

### **Waste Recycling System:**

The institution actively engages in waste recycling:

- Plant matter repurposed for vermicomposting.
- Efficient management of organic waste using vermitechology.

### **Biomedical Waste Management and Hazardous Chemicals:**

The college ensures responsible disposal of biomedical waste and hazardous chemicals:

- Incineration of sanitary pads through dedicated incinerators installed within the hostel and campus.
- Separation and proper disposal of broken laboratory glassware and used filter papers according to regulations.
- Adherence to green chemistry and micro-scale experiment concepts in Science Departments to minimize hazardous waste production.
- Dilution and safe disposal of non-hazardous chemicals, along with prominent display of safety instructions in labs.
- Implementation of exhaust fans and fume hoods in the Chemistry laboratory for the secure discharge of hazardous gases and to prevent exposure.

St. Agnes College demonstrates an unwavering commitment to realizing a Zero-Waste Campus by instituting comprehensive practices across waste management domains. Through proactive waste segregation, digital transition, recycling initiatives, and responsible disposal methods, the institution serves as a pioneering example of sustainable environmental stewardship. In addition to this, various awareness programs on waste management are conducted by the college.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4

##### **Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

##### **Incorporating Environmental Consciousness:**

St. Agnes College (Autonomous) is deeply committed to promoting an eco-friendly ethos among its staff and students. This endeavor aims to cultivate environmentally responsible behaviors and decisions that safeguard the planet's resources for present and future generations. Embracing a "Green is Clean" policy,

the college boasts a lush, green campus, setting a precedent for sustainable practices.

### **Flourishing Flora and Fauna:**

The college champions tree planting as a tangible symbol of its dedication to environmental preservation. The campus boasts a diverse range of flora and fauna, standing as a testament to its green aspirations. Demonstrating leadership in fostering tree planting habits, St. Agnes College stands out as a haven of greenery in the city. Recognizing the symbiotic relationship between education and environmental consciousness, the institution undertakes eco-friendly initiatives to raise students' awareness about ecological concerns. The proactive approach of the college is guided by a Green policy, which has been fortified through Green and Environment audits conducted by a reputable agency.

### **Initiatives Paving the Way:**

Several green initiatives have been implemented on the college premises:

- The Botany Department has meticulously labeled and inventoried the diverse plant life present on campus.
- Fauna documentation has been carried out by the Zoology department.
- The Microbiology Department tests drinking water for pathogens, emphasizing the importance of water quality and raising awareness about waterborne diseases.
- Instead of flower bouquets, the college felicitates guests and achievers with saplings, reinforcing the commitment to sustainable practices.
- Vehicular access is restricted to staff and students, with designated identification stickers for vehicles.

**Verdant Landscaping and Greenery:** Green landscaping is meticulously maintained through sustainable practices.

- The college garden is nurtured using bio-fertilizers and vermicompost, while vigilant weed and litter removal is upheld.
- Floral arrangements enhance greenery, and a dedicated gardener ensures the cultivation and care of trees.
- The Botany department curates a herbal garden and study-oriented plant collection, further enhancing the campus greenery.

### **Environmental Celebrations:**

The college actively celebrates Environmental Week during the first week of July, promoting eco-awareness through varied activities:

- Messages on notice boards disseminate information on nature-related subjects.

- Painting competitions center around environmental themes.
- Distribution of saplings from the Forest Department underscores the importance of afforestation.
- Debates on pertinent environmental issues stimulate discussions and consciousness.

**Saplings Symbolizing Sustainability:**

The college underscores its green commitment in significant ways:

- Outgoing Principals plant saplings upon retirement, symbolizing their contribution to the campus's green legacy.
- Annual celebrations of "Vanamahotsava" involve sapling distribution to staff and students, fostering a collective commitment to environmental stewardship.

St. Agnes College exemplifies an earnest dedication to sustainable practices by fostering a green campus and instilling environmental consciousness among its stakeholders. Through a harmonious blend of educational initiatives and hands-on engagement, the institution stands as a beacon of eco-responsibility, nurturing a generation that values and safeguards the environment.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- ◆ **Built environment with Ramps/lifts for easy access to classrooms**
- ◆ **Divyangjan friendly washrooms**
- ◆ **Signage including tactile path, lights, display boards and signposts**
- ◆ **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- ◆ **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

**Embracing Diversity:**

The wisdom of Pope Francis resonates in the principle that each person is distinct and irreplaceable. St. Agnes College wholeheartedly aligns with this ethos, advocating for an unwavering welcome of disabled individuals within their communities. The college stands resolute against discrimination based on disability, actively striving to establish an all-encompassing teaching and learning environment. A commitment to parity ensures that disabled students and staff encounter equitable treatment and access to academic and non-academic resources.



### **Inclusive Policies and Implementation:**

The institution has formulated and enacted policies that underline its commitment to disabled students' empowerment, aiming to harness their potential and equalize their opportunities. St. Agnes College's approach encompasses multiple facets:

- **Barrier-Free Environment:** With a firm belief in providing access for all, the college has erected ramps across classroom blocks, facilitating easy wheelchair movement. Support staff and fellow students assist those with partial disabilities on stairways. Elevator access is ensured for classrooms above one floor. Ground-floor classrooms are preferred for physically challenged students.
- **Empowering Visually Impaired Students:** Equitable exam conditions are maintained by providing scribes for visually impaired students. These students are accorded extra time during examinations when required.
- **Leveraging Assistive Technology:** The college harnesses advanced library resources, offering audio notes, soft copies of materials, videos, and presentations to aid differently abled students.
- **Recognition and Empowerment:** The institution acknowledges and rewards the tenacity of disabled students, honoring them on significant occasions. Scholarships and awards, including a scholarship established by a former principal, underline the value placed on their pursuits.
- **Accessible Facilities:** Ensuring dignity and convenience, specially designed washrooms with handrails and English toilets cater to the needs of differently abled individuals.
- **Human Support:** With empathy and compassion, vehicles carrying these students are permitted closer access, while staff and students extend their support, understanding, and exemptions to create a conducive environment. Specific assistance and accessible classrooms are facilitated for students facing temporary disabilities.

St. Agnes College, echoing the sentiments of Pope Francis, advocates for inclusivity and respect for the uniqueness of every individual. By championing a welcoming atmosphere and implementing tangible measures, the college nurtures a realm where differently abled individuals are empowered to unleash their potential. In honoring their accomplishments and ensuring accessible resources, the institution transcends physical barriers, fostering a culture of unity and progress.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **7.1.8**

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

**Response:**

**Inclusive Ethos:**

St. Agnes College has consistently championed inclusiveness, transcending barriers of caste, community, color, religion, and language. This commitment resonates throughout its administration, evident in both its staff and student profiles. The college emphasizes this inclusive environment through various initiatives and activities.

**Spiritual Enrichment:**

Annual Retreats and Prayer Days are regular features at the college, promoting spiritual growth. The curriculum incorporates Moral Science and Value Education classes, fostering moral and ethical development. The observance of Traditional Day offers a platform for students to celebrate diverse cultural heritages by wearing traditional attire.

**Cultural Enrichment:**

The Harmony Club, part of the Extra-Curricular Activities (ECA) group, plays a vital role in promoting Indian festivals that celebrate culture and values. Inclusive themes are at the heart of the college's Sports Day, promoting unity and peace.

**Cultural and Regional Diversity:**

- The college adheres to the Karnataka Government's reservation system, ensuring representation from all communities.
- Daily assemblies feature prayers, hymns, and reflections from various religious texts, cultivating spiritual responsibility.
- Human Values and Catechism classes instill religious and moral values among students.
- The Spirituality Committee facilitates enriching activities.
- The college choir performs on cultural and religious occasions.
- All festivals are celebrated, and competitions promoting equal participation are organized.
- Navaratri is celebrated inclusively, with women staff members of diverse religions donning sarees representing its nine colors.
- The Harmony Club organizes programs fostering peace and harmony, including webinars, quizzes, and museum visits.

- College Day showcases diverse Indian cultures through performances.

### **Linguistic Diversity:**

- Departments for Kannada, English, French, Malayalam, and Hindi host programs that enhance language skills.
- Certificate courses in languages enhance proficiency in Listening, Speaking, Reading, and Writing.
- Literary clubs and associations highlight each language's essence through workshops and competitions.
- The college magazine spotlights students' linguistic talents in multiple languages.
- Literary clubs organize essay writing, poetry, Spell Bee, and slogan writing competitions.
- The Agnesian Toastmasters Club sharpens public speaking skills.

### **Socio-Economic Engagement:**

- Needy students' fees are supported, ensuring access to education.
- Under Unnat Bharat Abhiyan, five villages receive support, awareness, and essentials.
- Outreach activities extend assistance to Covid, flood, and earthquake victims.
- Various departments contribute food and donations to the underprivileged.
- Scholarships and mid-day meals aid financially struggling students.

### **Health Awareness and Well-being:**

- Webinars, awareness programs, and competitions nurture students and faculty.
- Regular camps focus on Organ donation, Transplantation, Hair donation, and Blood Donation.
- International Yoga Day underscores mental and physical well-being awareness.

St. Agnes College's commitment to inclusivity, cultural diversity, linguistic enrichment, and socio-economic engagement pervades its every facet. Through meaningful activities and dedicated efforts, the college fosters an environment that values differences, celebrates unity, and empowers students and staff to make a positive impact on society.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

**Instilling Constitutional Values and Civic Responsibilities at St Agnes College**

**Holistic Education Approach:**

St Agnes College prioritizes providing holistic education that not only imparts knowledge but also sensitizes students to their constitutional rights, values, duties, and responsibilities. This comprehensive approach is interwoven into the institute's primary education through diverse channels.

**Curriculum Integration:** The curriculum plays a pivotal role in sensitizing students to constitutional obligations. Subjects like Indian Constitution, Human Rights, and law-related courses offer insights into fundamental rights, duties, and judicial aspects. Environmental Studies courses delve into environment acts, wildlife protection, and global environmental concerns.

**Extracurricular Initiatives:** The institution actively engages in extracurricular activities to foster responsible citizenship and constitutional awareness. Activities like National Electors Day and Constitution Day are celebrated, imparting knowledge about fundamental rights and civic participation. The Women's Cell educates women about their rights, while the Political Science Department conducts seminars and workshops on national significance.

**Values and Responsibilities:** Courses like Human Value Education encourage introspection and promote core life values. These classes shape morally upright, socially sensitive, and spiritually inclined individuals.

**Student Leadership and Participation:** The student cabinet, including the president and vice presidents, offers a platform for students to exercise their constitutional responsibilities. Elections for these positions teach students about voting, leadership, and civic engagement.

**Promoting Constitutional Duties:** National and International days like Independence Day, Republic Day, National Youth Day, and Constitution Day are celebrated to reinforce constitutional values. Commemorative days of national leaders further promote these ideals.

**Fostering Social Responsibility:** International days such as International Women's Day, International Human Rights Day, and World Environment Day are observed to instill social consciousness. Initiatives like the COVID-19 vaccination drive cultivate responsibility towards personal and community well-being.

**Positive Outcomes:**

- Cultivating awareness of academic ethics and human values.
- Inspiring personal and social values.
- Instilling an understanding of individual rights and civic duties.
- Motivating students to contribute to an equitable and nationalist society.

The Colleges' commitment to constitutional values and civic responsibility resonates throughout its educational spectrum. By weaving these principles into the curriculum, extracurricular activities, leadership opportunities, and commemorative events, the institution nurtures responsible citizens who are conscious of their rights, duties, and role in building a just and equitable society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10**

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

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

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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice 1:**

**PATHWAYS TO PROGRESS: NAVIGATING A DIGITAL CAMPUS FRONTIER**

**Objectives of the Practice**

A digital campus intends to enhance the learning environment for students and faculty. The objectives are:

- ◆ facilitating blended learning.
- ◆ automating administrative tasks to reduce manual paperwork and improve efficiency.
- ◆ providing remote access to academic resources.
- ◆ implementing online assessment tools for instant feedback.

## The Context

The college employs software solutions from ATC Online and IPSR Solutions Limited, including Pacifyca and QnSmarti, to manage tasks such as admissions, attendance, academics, administration, assessments, exams, and results. Digitization enhances data analytics for student monitoring, streamlining administrative tasks and fostering real-time interactions. It ensures an efficient digital campus, supporting a seamless student journey from admission to graduation, with connectivity and robust support at every step.

## The Practice

a. **Online Admission:** Introduced in 2019, the process is streamlined into the following stages:

- ◆ Access prospectus on the website. Submit online application.
- ◆ Completion registration.
- ◆ Conduct virtual interviews and facilitate online fee payments

( link: <https://online.stagnescollege.edu.in/admission>)

b. **Document Verification:** Since 2014-15, document verification has been through online mode.

( link: <https://stagnescollege.directverify.in/>)

c. **Fees Collection :** All fees are paid via electronic banking.

d. **Computerized Accounting System:** Use of ERP Tally and MS Excel for financial management.

e. **Library Automation:** Has simplified book, magazine, and reference material check-out/check-in processes since 2018. It encompasses:

- ◆ Barcoding
- ◆ Provision of a learning resource centre with computers and Wi-Fi.
- ◆ Implementation of software including EasyLib Web Version 6.2, RFID Middleware, DrillBit (Anti Plagiarism), DSPACE 7.1 (open-source repository), Employee Self-Service Software, J-Gate, N-List, digitization of old documents, and digital entry management.
- ◆ Electronic Data Repository and Archive: Institutional Repository using Open-Source Software DSPACE, hosting Lecture Notes, Student Project Reports, Theses, Publications, E-books (Repository link: <https://library.stagnescollege.edu.in/digital-library/>)

f. **Computing Facilities:** Desktop computer with internet, printer, speakers, UPS, and antivirus software for each department. Computer labs, Language labs, Statistics lab with SPSS and MASCOM labs are accessible to students for tests and multimedia activities.

g. **ICT-based Teaching and Learning:** Equipped with LCD projectors and Wi-Fi, classrooms foster interactive learning. The Carmel Studio facilitates e-content development.

h. **Office Administration:** Academic, administrative, and examination records are digitally stored for effortless retrieval and reporting to authorities.

i. **St Agnes College App:** College App is used for notices, circulars, and attendance monitoring.

j. **Exam Reforms:** Generation of End Semester Examination question papers from the question bank on QnSmarti Software. Mid-semester exams during the Covid-19 pandemic were conducted via the Pacifyca LMS software. Online MCQs are conducted through Pacifyca.

k. **Institutional G-Suite and mail ID** Communication is centralized through the institutional G-Suite and Gmail ID, supplemented by various social media platforms.

l. **Online Feedback:** The College actively gathers feedback from stakeholders through online channels, enhancing continuous improvement.

### **Evidence of Success**

In 2019, St. Agnes College embraced digitalization, simplifying admissions, online verification, and emphasizing digital finance using ERP Tally. Online document verification introduced in 2014 enhances student convenience. From 2018 Library automation has enhanced resource management. In classrooms, ICT-based teaching with LCD projectors promotes interactive learning. Digital transformation streamlines administrative processes, and the College App serves as a communication hub. Online feedback shapes offerings, showcasing the institution's commitment to advancement.

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

Problems Encountered:

Connectivity and Infrastructure

Unreliable internet hampers digital resource access.

Inadequate higher IT infrastructure

Digital Literacy and Training

Regular training of staff for new digital tools.

Crafting engaging digital content requires expertise and time.

Technical glitches and support.

Disruption due to platform crashes, software and login glitches. Data Security and Safety

Risks from unauthorized access and privacy infringements.

### **Resources Required:**

Robust cybersecurity, higher IT infrastructure, continuous staff and student training

## **BEST PRACTICE 2**

**Title of the Practice: NAVIDAD - A UNIQUE CHRISTMAS CHARITY FUNDRAISING PROJECT**

### **Objectives of the Practice**

In line with the vision and mission of the college, the project aims for holistic education and societal impact. The prime objective of it is to instil in students a spirit of compassion and simultaneously address the need to render a shelter for the homeless.



### **The Context**

Navidad – a Christmas charity fundraising project to build a home for the homeless has kept the concept of Institutional Social Responsibility pulsating. Through this project the college raises funds to build/renovate houses of members of Agnesian family. In 1998, a faculty member initiated the unique idea on realising that certain college staff and students were in need of adequate housing.

### **The Practice**

Since 1998, our fundraising project blends garage sales, NAVIDAD show tickets, and contributions. During a week in mid-December, staff, students, and alumni donate items for the garage sales, where treasures find new homes at nominal prices. The annual NAVIDAD charity show sells tickets to staff and students who, in turn, involve others for ticket sales and financial support. Applications for house renovation/building are welcomed from support staff and students, and after careful assessment, a beneficiary is chosen. The fund collected is presented during the NAVIDAD show. This project has provided homes for staff and needy students for 25 years, turning generosity into tangible support.

### **Evidence of Success**

The college has built/renovated homes for support staff and students over 25 years, leaving a lasting impact on all stakeholders. The project, transparent and secular, involves management, staff, students, parents, and alumni, contributing to the fulfilment of its objectives. The programme's 25-year continuity is a testament to its success.

### **Problems Encountered**

Implemented successfully until 2019, the programme paused in 2020 and 2021 due to the COVID-19 pandemic. Revived on a larger scale since then, the project faces challenges in collecting adequate funds for house construction amidst rising costs.

### **Resources Required:**

Sponsorship

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

**Response:**

### **Empowering Through Community Engagement**

Connecting with the community provides students with a unique opportunity to serve, understand, broaden their horizons, and instill a sense of accomplishment and contentment. St. Agnes College is

dedicated to continuing the legacy of its founder, Mother Aloysia, by providing quality education and life skills that empower young women and men in all aspects of life. The college's community engagement efforts are visible through its Agnes Towards Community (ATC) outreach program, involvement in adopted villages, counselling services, and support for the underprivileged.

**Agnes Towards Community (ATC):** Launched in 2014, ATC was an outreach program aimed at sensitizing students toward community service, instilling values of concern and compassion, and equipping them with leadership skills. It began with students collaborating with local NGOs like PADI and CODP to raise awareness about social issues and create a more humane society. Notable programs under ATC included:

- ♦ **Child Line Awareness:** In collaboration with PADI, students educated the public on child abuse and child labour covering 15 centres in Mangaluru.
- ♦ **Safety of Girls Initiatives:** In association with Inchara Foundation and PADI, the college conducted various programs aimed at ensuring the safety of girls. These initiatives included "Project Angel," a training program on girl-child safety for primary school children, and awareness programs in 15 high schools of Mangaluru addressing issues like girl child abuse and social media pitfalls.
- ♦ **Guest Sessions with Social Activists:** The college hosted interactive sessions with notable social activists to raise awareness about critical issues. **Ms. Sampath Pal Devi**, a National Social Activist of Gulabi Gang, discussed topics on women abuse, domestic violence, sexual harassment, and women's illiteracy, inspiring students to take action.
- ♦ **Inspiring Life Stories:** The college invited inspirational figures to share their life experiences. **Harekala Hajabba**, a Padma Shree awardee, inspired students with his journey from being a poor illiterate orange seller to starting a school in a backward village. **Shridhar Gowda**, a social activist and victim of Endosulphan, raised awareness about the hazards caused by Endosulphan and encouraged students to support its victims.
- ♦ **Cleanliness Drive:** As part of the Swachh Bharath Project, the college organized cleanliness drives at 15 locations in Mangaluru.
- ♦ **Service in Adopted Villages:** The College had adopted five villages under the Unnath Bharat Abhiyan, MHRD. Students, under the guidance of teachers, dedicated their Saturdays to community service. This service included:
  - ♦ **Education and Awareness:** Students educated villagers about various topics, including the environment, atrocities against women, government schemes, exercise of franchise, issues faced by migrant and construction workers, and the need for basic literacy. These efforts aimed to empower villagers with knowledge and improve their quality of life.
  - ♦ **Health and Environmental Awareness:** The college conducted health and environmental awareness programs and educative workshops for schoolchildren in adopted villages. These programs helped raise awareness about critical health and environmental issues and equipped students with knowledge to lead healthier lives.
  - ♦ **Other Service Activities:** Students engaged in various service activities in the adopted villages, such as organizing malaria eradication camps, promoting electoral literacy, planting rice seedlings and saplings, and managing watershed resources. Additionally, they visited old age homes, orphanages, and rehabilitation centres, providing support in the form of food, clothing, and assistance in organizing dental, eye, and general medical camps.
- ♦ **Annual Camps and Support:** The College regularly conducted Annual NSS camps and blood donation camps to contribute to the well-being of the community. During landslides in Kodagu, the college distributed food and clothing to victims, demonstrating solidarity and support.

- ♦ **COVID-19 Pandemic Response:** In response to the COVID-19 pandemic, the college actively contributed to relief efforts. This included distributing breakfast, lunch, and food kits to village and migrant workers, extending support to neighbouring villages, and providing assistance to the college's support staff. Additionally, the college organized COVID-19 vaccination drives on campus, ensuring the health and safety of staff, students, and the general public.
- ♦ **HIV+ Children's Homes:** Students visited HIV+ children's homes, offering companionship, support, and care to those in need.
- ♦ **Financial Contributions:** St Agnes College makes an effort to contribute towards the needs of the economically backward students as well as the society in the following ways in the five years 2018-2023. Contributions of Rs 9,10,354.00 was made towards social work and charity like flood relief, Corona relief and other social causes. Rs 5,73,000.00 was given towards building/repair of houses through the charity show NAVIDAD- Christmas programme.

## REACHING OUT THROUGH COUNSELLING SERVICES

**Carmel Counselling Centre:** Established in 2000, the Centre aims to assist students having minor psychological problems and navigate life's challenges and build confidence.

**Navachethana Centre for Counselling:** Operating on similar principles, this centre provides valuable support to individuals facing psychological challenges. Together, these centres helped numerous students cope with issues such as examination fear, anxiety, relationship problems, memory difficulties, and family conflicts. On an average, 50 to 75 students benefited from these services each year.

**Diploma in Counselling:** The one-year diploma in counselling focuses on enhancing practical counselling skills, providing opportunities for internships in schools and NGOs, and offering mentorship. The course attracts students of various ages and backgrounds.

## ACCEPTANCE OF THE UNACCEPTED

The Psychology department of the college has maintained a longstanding association with the St. Agnes Special School right from its inception, rendering service and guidance.

## UNITED EFFORT TO REACH OUT TO THE NEEDY

The College makes an effort to contribute towards the needs of economically backward students as well as the society. Some of the contributions include:

- ♦ **Fee Concession and Scholarships:** The college provides fee concessions, scholarships, and free ships to financially disadvantaged students, ensuring that they have access to quality education and equal opportunities. An amount of Rs 44,84,230.00 was given to 3970 students.
- ♦ **St Agnes College Wellness Free-ship:** The College offers a Wellness free-ship facility addressing the nutritional needs of students and helping them focus on their education. An amount of Rs 4,83,475.00 was disbursed towards 531 students.

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

## **5. CONCLUSION**

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### **Additional Information:**

By adhering to our vision and mission, the college has been on the path to improve the quality of education since its inception by small and collective efforts. The college was the first among the colleges in Dakshina Kannada district and Mangalore University to be evaluated by NAAC in 1999. As a continuation of that effort, today our college is the first among all the colleges in the entire Karnataka State to prepare for the fifth cycle NAAC accreditation. The entire IQAC under the leadership of the Principal has taken various initiatives to try to implement the various important aspects of the new National Education Policy. With the unremitting efforts of the team, other teaching staff, students and other stake holders, the college is moving towards the future with fortitude and determination to provide quality education.

### **Concluding Remarks:**

St Agnes College turned 100 in 2021; a hundred years of excellence in the service of empowering women. The year 2021 witnessed a momentous transformation as St. Agnes College embraced the National Education Policy-2020, marking a significant shift in its educational approach. With this pivotal step, the college transitioned into a co-educational institution in 2022, widening its scope and impact on the community. The College introduced the AICTE approved MBA and MCA courses.

In conclusion, the journey of St Agnes College is a testament to the indomitable spirit of its founders and the unwavering commitment of its faculty and students. From its humble beginnings more than a century ago, it has evolved into a beacon of education, empowerment, and social change. With its rich history, commitment to excellence, and forward-looking vision, St Agnes College continues to shape the future of education in India and beyond, leaving an indelible mark on generations to come.

## 6. ANNEXURE

### 1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification: Answer After DVV Verification :82 Remark: Input changed as per the supporting documents.</p>																				
1.4.1	<p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification: A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.4.1	<p><b>Average percentage of full-time teachers appointed against the number of sanctioned posts year wise during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>93</td> <td>92</td> <td>97</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>89</td> <td>85</td> <td>97</td> <td>95</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	96	93	92	97	96	2022-23	2021-22	2020-21	2019-20	2018-19	91	89	85	97	95
2022-23	2021-22	2020-21	2019-20	2018-19																	
96	93	92	97	96																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
91	89	85	97	95																	
2.4.3	<p><b>Average teaching experience of full-time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b> Answer before DVV Verification : 991 Answer after DVV Verification: 925  Remark : Input changed as per the supporting documents.</p>																				
2.4.4	<p><b>Percentage of full-time teachers working in the institution throughout during the last five years</b></p> <p>2.4.4.1. <b>Number of full time teachers worked in the institution throughout during the last</b></p>																				

**five years:**

Answer before DVV Verification : 53

Answer after DVV Verification: 54

Remark : Input changed as per supporting documents.

3.1.2

**The institution provides seed money to its teachers for research**

**3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.37	0	0	0	0

Answer After DVV Verification :

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

Remark : Input changed as seed money less than one lakh per faculty will not be considered.

3.4.3

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

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

Answer before DVV Verification: 49

Answer after DVV Verification: 13

Remark: Input changed as per supporting document. Only research papers in the journals notified on UGC Care list are considered.

3.4.4

**Number of books and chapters in edited volumes published per teacher during the last five years**

**3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification: 78

Answer after DVV Verification: 25

Remark: Input changed as only books and chapters in edited volumes with ISBN number are considered.

3.6.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	19	2	38	26

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	2	33	24

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

Answer before DVV Verification: 164

Answer After DVV Verification: 32

**4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.86	3.30	0.53	4.32	15.48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0.80	0.17	3.32	14.48

Remark: Input changed as only expenditure for purchase of books and subscription to journals are considered.

**4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
290.50	164.09	132.72	251.38	363.39



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35.11422	21.24915	23.58771	45.09133	55.50866

Remark: Input edited as expenditure on maintenance of physical and academic facilities only will be considered. Training expenses, furniture fixture, travelling, exam, medical, social service, etc expenses will not be considered in this metric.

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

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

Answer before DVV Verification: A. All of the above

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

Remark: Input changed as per given data.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	216	119	105	110

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92	195	113	98	107

5.3.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	4	10	5

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	10	5

5.4.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.63	3.09	3.10	2.62	58.03

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : Input edited as membership fees will not be considered as an alumni contribution.

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
65	38	0	77	87

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	03	15

6.3.3 **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	31	51	21	6

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	29	51	21	6

6.4.2 **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
274.84	463.46	101.95	73.43	3.96

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.96	73.43	101.95	463.46	274.84

Remark : Input changed as per supporting document.

## 2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>93</td> <td>92</td> <td>97</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>89</td> <td>85</td> <td>97</td> <td>95</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	96	93	92	97	96	2022-23	2021-22	2020-21	2019-20	2018-19	91	89	85	97	95
2022-23	2021-22	2020-21	2019-20	2018-19																	
96	93	92	97	96																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
91	89	85	97	95																	
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification: 164</p> <p>Answer after DVV Verification : 155</p>																				