SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST FRANCIS DE SALES COLLEGE

ST. FRANCIS DE SALES COLLEGE, SEMINARY HILLS, NAGPUR 440006
440006

www.sfscollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Francis De Sales College, Nagpur, popularly SFS College, is a Roman Catholic Minority Institution established in 1956 located in a verdant, serene spread of 10.47 acres conducive to imparting education to students from all communities, backgrounds and walks of life, irrespective of religion, caste or financial background.

Owned by the Nagpur Roman Catholic Diocesan Corporation Pvt. Ltd., it is administered by the SFS College Society, chaired by His Grace Most Reverend Dr. Elias Gonsalves, Archbishop of Nagpur. Affiliated to the RTM Nagpur University, Nagpur, and recognized by UGC vide certificate 2(f), 12 (B), it is a co-educational institution with both aided and self-financed programmes. Its 3rd cycle of accreditation by NAAC in 2015 has resulted in A grade with a CGPA of 3.23.

The comprehensive curriculum of its four Undergraduate programmes in Arts, Science and Commerce, four post-graduate programmes in Science and three certificate courses, is effectively delivered through a blend of modern and traditional methods.

The IQAC upgrades quality by acting upon inputs received from expert stakeholders. It has chalked out and successfully implemented annual plans, and initiated many reforms in the five year period. Data collection through prescribed formats has resulted in timely submission of AQARs.

There have been many quality related workshops on IPR, Research Methodology, MOODLE, and RAF of NAAC and a series of webinars during the COVID pandemic.

Technological advances include increased focus on paperless work, use of MOPAC and Web OPAC from 2015, successfully implementing online administering of University examinations from 2016, installing CCTV Cameras, participation in NIRF and registration for Sevarth since 2017, registration for PFMS, using FeePayr, updating College website and upgradation to the cloud based version of the CCMS from 2019.

Compliance to recommendations of NAAC include recognition as a Research Centre, adding two Post-Graduate Programs, rise in training, counseling and placement activities with highest placement of 58 in 2018-19, through 24 campus and online drives. Infrastructure augmentation includes adding 17 classrooms, one laboratory and 7 washrooms, over 100 computers, provision of wi-fi, increase in reference books from 4058 to 6108, and upgrading CMS Software to a cloud based version.

Vision

The vision is "to create and facilitate an environment for knowledge, research, skill, self-reliance and humanitarianism that propels the young to build a caring and sharing society". St. Francis De Sales College was established in 1956 by Late Archbishop Eugene D'Souza, a visionary, whose goal was to promote excellence in higher education and foster human values. Such a vision for the institution given by its founding fathers at the time of its establishment is equally relevant after more than sixty five years in the contemporary scenario.

The vision is nurtured and honed through various Cells reorganized by IQAC. They have provided added exposure, ideas, awareness and motivation to students, helped to engender courage, duty, national pride as citizens and a sense of social responsibility, inculcated moral and ethical values, environmental consciousness, creativity, gender equity, curiosity and scientific temper. The cells engender confidence in sports, provide support and oversee academic performance. Optimal use of the excellent infrastructure ensures imparting and instillation of values through a plethora of year-round activities. IQAC has identified new best practices such as Bal Mela, Women's Day Celebrations, Green Day and the intercollegiate Eugene D'Souza Memorial Football tournament to be institutionalized.

The College crest and flag aptly reflect this vision, inspired by its motto, 'Truth and Love'. The College crest represents the sun, the source of light and warmth, symbolizing 'Truth and Love'. The figures and the words on the crest inspire and motivate us to excel under the patronage of St. Francis de Sales. The institution's five principles are symbolized in the crest: the outstretched finger pointing upward is symbolic of an upright character, joined hands tilted forward show loyalty to authority, the clenched hand, a symbol of devotion to duty, the handshake symbolizes friendly comradeship and palms opened outwards signify social service.

The flag of the College, through its blue, white and red colors symbolizes achievements of the mind, integrity and nobility of character, and physical prowess in sports, respectively.

Mission

The mission of St. Francis De Sales College is "to promote excellence in academics and integrity of character, and developing a scientific temperament for a caring, impartial and inclusive society".

Obstacles to realizing its mission are effectively dealt with by the college through initiatives such as financial aid given to needy and deserving students, so that no student may be deprived of progress due to financial constraints.

The Mission is seen to be realized when students, who are delegated various responsibilities by their teachers, endeavor to flawlessly and cohesively execute the activities assigned to them. Work under various cells for co-curricular and extra-curricular activities results in their simultaneously learning and experiencing a scientific approach to developing thought processes, leadership skills and team work. Extension activities, frequently a part of the curriculum, expose the students to the actual world outside the campus, understanding its problems and attempting to remedy them. This ultimately leads to creating responsible and caring citizens of the future.

The Mission is encouraged and furthered through anthem of the College, which is proudly sung during College functions. The anthem instils a sense of pride and ownership among the students through the apt description in it of our motto and values.

Due to the successful implementation of its mission, the college is able to proudly boast of alumni such as Hon'ble Shri Sharad Bobde, Retired Chief Justice of India, Late Dr. Shrikant Jichkar, Ex MLA and MP, Late Shri Atal Bahadur Singh, ex-Mayor of Nagpur, Dr. Sudhir Bhave, noted psychiatrist, Dr. Aziz Khan, noted cardiologist and Dr. Mahesh Yenkie, former Director, LIT, acclaimed soft skills and personality development trainer Dr. Suresh Chari, etc. Needless to say, they have carried forward the motto 'truth and love' of their alma mater which they have been ably reflecting in their respective fields.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. 65 years of values and hard work have made the College a famous and reputed iconic institution. There is continued thrust on value based education, at the same time imparting academic excellence to students from diverse backgrounds, including marginalized sections of the society, from all over the country.
2. A Highly educated and dedicated faculty also play dual roles of friend and guide, supported by the easily accessible Management and Principal.
3. The teaching-learning process is aided by transparent evaluation of the faculty by the students through feedback, which provides faculty a clear reflection for constant self-improvement.
4. Excellent and magnetic ambience for the quest of excellence is provided by the quiet green surroundings with superior infrastructure and ICT facilities that aid the curricular, co-curricular and extracurricular aspects of the teaching-learning process.
5. The collection of more than 35,000 books and e-resources, along with Network resource centers connect keep staff and students with the evolving world, and lend valuable support for teaching-learning.
6. The College motto of Truth and Love is manifested in an atmosphere which is virtually free of grievances related to ragging, or to any bias based on gender, caste, race or religion and by the camaraderie among staff members and their openness and caring approach towards the students.
7. A higher success rate within overall University results in almost all examinations has been a regular feature, especially and consistently true in case of the BA programme.
8. The staff is always eager to extend a helping hand to the needy students, as evinced by the voluntarily formed student aid fund. Awards, instituted by faculty and philanthropists, serve to promote excellence in academics as well as ensure overall development of the students. The last five years have seen an increase of six awards as gold medals.
9. A strong support system is provided by the highly supportive cooperative and hard-working non-teaching staff.
10. The College has adapted easily to online methods of teaching, learning and evaluation. 98 different workshops, seminars and conferences were recently conducted online.
11. The college has a regularly updated and dynamic website https//:www.sfscollege.edu.in.

Institutional Weakness

1. St. Francis De Sales College has always been a predominantly undergraduate institution, the primary focus is on academics and overall development of students, with comparatively recent additions of the Postgraduate courses in recent years. Time constraints of the semester system have been restrictive, leaving less scope and time for research activity. Research activity therefore needs strengthening through appropriate changes in the University syllabi, through funded research projects, student participation, etc.
2. There is a limited number of collaborations and linkages for academics, research, consultancy and extension, due to the primary focus on academics. Linkages with industry need to be strengthened in order to assess their needs and plan research beneficial to society under sponsorship and guidance of the industry. Such beneficial research would also result into profitable consultancy.
3. There needs to be an increase in the number of career oriented courses. This becomes a limitation due to decreasing sanction by funding authorities or due to low affordability of students in case of self-

financed courses.

4. Although surrounded by a dense forest area which remains green for most of the year, ground water is scarce due to the hilly terrain and topology. The College has to depend upon water supply from the Municipal authority. At times, there is short supply, especially so in the summer months. It therefore becomes difficult to maintain the landscaping and gardens, considering these limitations. There is dire need of a plan for rainwater harvesting, the projects for which have been hitherto prohibitive in terms of expense.

5. A proper transport facility ensures easy access to the best of students, irrespective of their location. The College is located in an area occupied mainly by forests, Government offices and Courts. Residential areas are restricted only to some nearby locales. Further, easy access to the College is a weakness due to lack of well-connected public transport facilities, restricting the input only of students from the nearby localities and areas, or to those who can afford private vehicles.

Institutional Opportunity

1. St. Francis De Sales College recently received aid from RUSA Maharashtra to the tune of Rs. 1 crore for a project that has been approved for Rs. 2 crores. This aid has provided opportunity to the college to improve its infrastructure in the form of new classrooms, renovation of existing facilities and modern equipment including those for more use of ICT. Augmentation of infrastructure will open more avenues for research and project based activities. There is more scope for increasing the community outreach and extension programs through such activities.

2. The technologically advanced generation of students is in itself an opportunity. The COVID pandemic has provided an opportunity to all teachers to become proficient in the use of ICT for the online teaching that became a necessity. Students will find it easier to adjust to teaching through increased use of ICT.

3. MOUs signed by the College encourage students to vocations beneficial to them as well as the society. Students can be motivated for entrepreneurship through such memoranda of understanding signed for vocational and career oriented professions in ICT, Bee keeping, agro-tourism, fashion designing, etc.

4. There is scope for establishing mutually benefiting linkages with other higher education institutions, especially keeping in view the recommendations of NEP 2020 and bring more and better students under the guardianship of the college without restriction of the subjects being taught or of the restricted number of sanctioned faculty available.

5. Opportunities for linkages and collaborative research have now become a possibility through the well-equipped research infrastructure supplemented by an equally competent, academically superior faculty.

6. The active Training and Placement Cell, UDAAN, provides scope for better placements through its increasing networking with industry, alumni and intellectuals. Academic networking provides an opportunity to organize talks, workshops and guest lectures by eminent academicians and researchers. This engenders curiosity and interest in learning within the young minds and provides added impetus to their progression to higher education, research and entrepreneurship.

Institutional Challenge

1. More and more students have been opting for undergraduate courses each year. Frequently, there is increase of seats over the sanctioned strength by the University. However, at the same time, sanction to number of admissible posts by the Government has been on the decline both in terms of frequency and number of posts sanctioned. Thus, the constantly reducing ratio of students to regular teachers is a

matter of grave concern.

2. Delayed sanction to staff vacancies by the government have deleterious effect on academic excellence due to less dedicated and transient contributory and ad-hoc teachers.

3. Students coming from other linguistic backgrounds have to be brought into the mainstream to learn and express in English, the medium of instruction. Lack of other medium of instructions in the programmes is a drawback for the students who are not able to develop sufficient power of expression in English, hence unable to score good marks despite their understanding of the subject.

4. The semester pattern leaves less scope for co- and extra-curricular activities. In keeping with the goals and objectives of overall development, sometimes these activities have a negative effect on concentration of students on academics. Being predominantly an undergraduate College, it becomes difficult to establish institution – industry interface.

5. The inclination of HSC students with good percentage to opt for careers in engineering, medicine and other professional courses causes input of students with low academic standard and focus, with much effort required to motivate them.

6. There are lesser employment opportunities for students from basic science and arts streams.

7. There is also competition from the mushrooming local and rural institutions imparting education in similar streams. There is less scope for research and publications by the faculty.

8. Cessation of non-salary Grants from Government creates obstacles in availability of funds for maintenance of existing infrastructure and equipment.

9. There have also been unforeseen eventualities such as the COVID-19 pandemic, where some students remained deprived of online education due to inability to afford personal computers, android devices or even internet connectivity. Identification and timely remediation of the problem has been a limitation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. SFS College ensures effective delivery of the curriculum through a well-planned academic calendar which is synchronous with that of the affiliating University. Orientation Programmes and Bridge courses are organized for students. They are mentored for their academic as well as overall development. Curriculum delivery is reviewed and monitored by the Principal through teaching plans, daily notes, and feedback. Most teachers participate in curriculum development through being members of Boards of study, Task forces and Moderation committees. They also participate in valuation and moderation of answer sheets during University examinations.

All undergraduate programs are based on a choice based curriculum, where the students can opt for subject combinations of their choice from among those offered by the institution. The post-graduate programs are based on the CBCS pattern, with projects and internships being part of their final semesters. There are three add-on, Career oriented Courses, where about 22% of the regular students are enrolled. The curriculum and syllabi for these courses have been designed by College, with one approved by the affiliating University.

Cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability are ably incorporated into the curriculum through various activities which are distributed throughout the year as part of the curriculum under various Cells and Departments. About 65% of the courses include experiential learning through laboratory work, with field and industry visits, internships, etc. 40% students have benefited from such learning in 2019-20 and 7.98% in 2020-21.

Feedback from stakeholders is obtained on academic as well as other aspects of the college functioning, in both offline and online mode. Offline feedback is collected from students through formats addressing different aspects of learning, whereas online feedback is by means of Google forms provided by departments or available on the College website. Feedback is analyzed and action is taken by the institution on the various issues that come to fore, depending on their merit and priority. The feedback analysis report is uploaded on the College website https://www.sfscollege.edu.in. Action taken on feedback is tabled as a report before the members of the Management during the College Development Council meetings.

Teaching-learning and Evaluation

1. SFS College has a fair and transparent admission process. The selection of students to various programmes is merit-based and as per the norms of the University and the Government of Maharashtra. Despite being a Minority Institution, the College admits students from all communities and from diverse socio-economic backgrounds.

There is a structured mechanism for curriculum delivery, based on the academic calendar. Annual Student Induction Programme (SIP) orients students to the campus ecosystem. Daily diaries and teaching plans are maintained by the faculty. The entire teaching learning process is monitored by the HODs under the overall guidance of the Principal.

There is a continuous student evaluation system wherein the students and their learning outcomes are monitored through unit tests, home assignments, preliminary examination, practicals, viva, quiz, etc. The students are provided with hand notes, question banks, E-resources and other learning material, which augment the learning process.

Student centric methods such as experiential learning, interactive methods and problem/doubt solving sessions enhance the learning experiences of the students. The Mentor Mentee system is systemic and dynamic, enabling constructive interactions, guidance and support as and when necessary, both academic and personal.

The College is blessed with a sincere and hard-working faculty. Capacity-building training workshops are organized to upgrade and enhance teaching skills. Regular feedback is obtained from students and teachers and suitable measures are implemented to improve the quality of teaching, learning and evaluation.

Various programs like guest lectures, seminars, power point presentations, quiz, debates etc. under the subject cells and associations help the students to keep abreast with the latest technology and trends in the respective subjects. This also enhances the learning outcomes of the students as reflected in the performance of the students in the examinations.

The faculty enriches the student learning experience through extensive use of ICT. Assignments and projects, and optimal use of blended and flipped methods of teaching ensure the maximum attainment of learning outcomes of students. Bridge courses and remedial classes help weak learners. Advanced learners are motivated to excel by problem-solving exercises in the classroom. Consistent University merit positions reflect the success of these pedagogical techniques.

Research, Innovations and Extension

1. The College faculty strives to support and supplement teaching and learning by being involved and engaged in continuous research through Minor Research Projects, pursuing or Supervising Ph.D. and Publication of research papers. From 2016 to 2021, of the 4 faculty members who applied for Minor Research projects to UGC, 1 received sanction, and completed the project utilizing a grant of 2.45 lakh. Of the 21 Ph.D. Teaching staff, 04 have been awarded Ph.D. in this period. Two members of non-teaching staff are also Ph.D. holders. 15 Staff members are research supervisors and a total 15 students have pursued research under their guidance, while 14 were awarded Ph.D. during the five year period. The College received University recognition as a Research Centre for 9 different subjects. Two students have pursued research in History using the facilities provided by the College.

The Cells under the IQAC such as the SEVA, SHAKTI, ANTARANG, JIGYASA, SRUJAN and PRAKRITI, as well as all the subject cells and associations through the conduct of various programmes and activities throughout the year, instill, inculcate and encourage both scientific and humanitarian spirit amongst students. Five years have seen over 170 extension and outreach activities with substantial involvement of students. The Centre for Scientific Culture organized laboratory visits of local High School students who were also shown experiments to increase their interest and curiosity in Science. Students have also participated in Science Model Making Exhibitions conducted by various departments and in the Annual Day programmes of the College. They have visited various research centres and projects for encouragement of innovation and entrepreneurship. Theme based Annual College magazines are published regularly.

From 2016 to 2021, 45 Workshops/ seminars/ Webinars on Research methodology, IPR and entrepreneurship were organized for all stakeholders. There were 92 overall Publications, which include 46 papers in UGC notified Journals, 25 in other journals, 21 in conference proceedings, books and edited chapters in books. 69 Collaborative activities were conducted and 22 MOUs were signed in this period. One of the staff members has applied for 4 Patents, and another has got her work recognized through Copyright.

Infrastructure and Learning Resources

1. The college is spread over 10.47 acres in two main buildings, with 35 classrooms, 20 laboratories, 3 central instrumentation rooms, 4 seminar halls, 3 network resource centres, a multipurpose auditorium, playground with 400 metre track, indoor games, a health and fitness centre, chapel /meditation room, gents' wash rooms, separate rest room for girls, 2 hostels, canteen and 2 areas dedicated to vehicle parking.

The Central Library, located on the ground floor, has a total area of 4892.07 Sq. m. It has a collection of more than 35000 books. The reading room has a seating capacity of 200, which is the largest in central Nagpur. The Library is automated with LIBMAN software since 2006, and has

subscribed to N-LIST consortia and DELNET database, which provide access to e-resources. It has a well-equipped Network Resource Centre and has Bar coding and reprography facilities. Users have remote access through M-OPAC.

There are a total of 251 computers, of which 184 computers are distributed across 7 computer labs and 3 network centres. Internet speed of 100 mpbs is available. 18 class rooms are provided with LCD projectors along with dedicated computers. The college is Wi-Fi enabled with 12 hotspots. Departments, office and Computer labs are connected through LAN. Office has a dedicated high-speed internet connection. Departments have computer, internet and printer. The College office is automated with CMS software and an

interactive website with online fee payment and other services.

All class rooms are airy and well lit, with adequate lights, fans and sturdy furniture. Each floor has safe drinking water available from the regularly serviced water-coolers. There are separate wash rooms for ladies and men on each floor, of which one is Divyangjan friendly, with ramp and support handle. There are separate rooms for IQAC, NSS, Examinations and the SFS College Employees' Society. Examination room is well equipped with ICT facilities for the conduct of examinations.

Non-Conventional Energy is harnessed and conserved through solar panels of 50 KV capacity. The college has generator power backup, strategically placed CCTV cameras and a fire fighting system installed.

Student Support and Progression

1. The College has a well-organized student support system. Nearly 1900 and 150 students have been benefited by scholarships from Government and Non-Government sources respectively, in the five-year period commencing from 2016.

Awards, instituted by senior faculty of the College, are given to students showing high performance in academics, sports, and overall development during the Annual Awards Day function, in presence of the Management and the award donors. The best student is selected on the basis of best representing the values and spirit of the College. More than 65 activities for capability enhancement including Soft skills, Language and communication, Life skills and ICT/computing skills have been held during the period. Students are provided personal counselling and mentoring. During this period, the placement Cell has been able to procure more than 170 placements for students, 58 of these placements being in 2018-19.

A statutory Grievance Redressal Cell is functional for ensuring a stress-free, safe environment for students. There are also Cells dedicated to prevention of sexual and caste based discrimination. The Students' Council VIDYARTHI, constituted or nominated as a body of students as per the rules and regulations laid down by the University. The Cell plans various activities under the guidance of teacher in-charges, and also plays an important role in leading, encouraging and motivating fellow students to take part in these co-curricular and extracurricular activities. Students have participated in 146 social, cultural activities and sports events, during the period. There are more than 270 students known to have progressed to higher education in India and abroad, as tracked through the available official record, placement record and alumni database.

The Alumni Association helps in networking, academic inputs and for procuring and providing donations in cash and kind. More than Rs. 18 Lakhs have been raised through alumni contribution. Support by alumni in kind is through donations, networking with various prominent stakeholders in the society and delivering motivational talks and training programs to the students. Feedback is obtained from the alumni for identifying areas for improvement. Thus, the college tries to facilitate all-around holistic development for the students.

Governance, Leadership and Management

1. The Vision and Mission of the College, as given by the founding fathers and refined with changing times, result in academic excellence and integrity of character towards creating responsible citizens of a caring and inclusive society. Students belonging to different social strata participate in various collegiate activities which bring about value addition by inculcating qualities of leadership, team spirit,

human and organizational values, bonding, belongingness and self-reliance. Inclusion of staff and students in various activities not only reflects principle of decentralization and participative management but serves to establish a long-lasting and strong connect between them.

The IQAC annually frames the Perspective Plan for overall college functioning including Teaching-Learning, Research and Development, Community engagement, infrastructure and introduction of new courses. The Governing Council, as the chief policy making body, supervises the functioning of the college. E-governance is implemented in the areas of Administration, Finance and Accounts, Students Admission and Support and Examination, keeping pace with modern developments.

The College has both monetary and non-monetary welfare measures for its staff. Faculty Development Programs are conducted annually for both teaching and non-teaching staff. Teaching staff, encouraged by peers, Principal and Management, have participated in as many as 116 external faculty development programs conducted by other Universities, Colleges and Human Resource Development Centres. The Performance Based Appraisal System for staff and Confidential Report provide opportunity to the faculty for introspection and refinement. Internal Financial Audit is conducted by a Chartered Accountant and the External Financial Audit by the Government. The College mobilizes funds both from government and non-government sources. Over Rs. 37 lakh have been mobilized though philanthropy in last 5 years, excluding donations in kind worth 12.85 lakhs.

The IQAC meets regularly, reviews and plans quality improvement through various activities. Its quality initiatives include signing MOUs with institutions identified as beneficial to student development, organizing talks by experts in autonomy and on accreditation framework of NAAC, participation in NIRF and institutionalization of best practices, apart from regular AQAR preparation and submission. 144 Quality related Workshops, seminars and Conferences, in the offline and online manner were carried out during the five year period.

Institutional Values and Best Practices

1. The College organizes theme-based women-centric programs including extension programs for women in the neighborhood. 21 such programs have been held in the five year period of 2016 to 2021.

Harnessing of non-conventional energy resources and their conservation by means roof-top solar panels of 50KW capacity also contributes to significant saving. Sale of Solid and e-waste aid revenue generation. Sewage safely flows into septic tanks and chemical wastes into separate underground tanks. Used sanitary napkins in the Girls' rest room are disposed of using an incinerator. Rain-water percolating into the ground helps to maintain the greenery. The College campus is also maintained green and clean by plantation, campus cleaning and weeding by the students. There is a declared ban on the use of plastic. A significant initiative by the faculty and students of the Department of Botany has been the annual audit to keep track of various species of plants on campus for past few years. Off campus initiatives by the PRAKRITI and SEVA Cells help to spread environment consciousness and discharge social responsibility.

The Institution is disabled-friendly, with provision for ramps and wheel chairs to access the complete ground floor and wash-rooms, and has ABRAR software for the visually challenged. Wash rooms on the upper floors are also Divyangjan friendly. Scribes are provided to the impaired students during examinations as and when there is a demand.

The co- and extra-curricular activities ensure maximum student participation without discrimination. Student uniforms strengthen inclusiveness. National festivals and important days such as Voters' Day, Unity Day and Constitution Day emphasize and imbibe in staff and students, the fabric of our nation and its constitution, our duties and obligations as citizens. Further, high ethics are reflected through our motto, vision, mission and code of conduct, and emphasized through activities on IPR, gender sensitization, etc. The policy to prevent plagiarism aims towards high standards of research. Culture, heritage and ethos are upheld through programmes celebrating commemorative days.

Student Awards and Orientation of New students are some of our best practices.

Ambience, academic and sports excellence, and cohesiveness have made the institution distinctive.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST FRANCIS DE SALES COLLEGE
Address	St. Francis De Sales College, Seminary Hills, Nagpur 440006
City	NAGPUR
State	Maharashtra
Pin	440006
Website	www.sfscollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K.t. Thomas	0712-2511354	9423681555	-	officesfscollege@gmail.com
IQAC / CIQA coordinator	Advait Bhagade	-	9561591744	-	bhagade.sfscollege@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes Government Circular on Minority admissions-compressed (3).pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-01-1956

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-01-1961	View Document
12B of UGC	01-01-1961	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1627980782.pdf
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	St. Francis De Sales College, Seminary Hills, Nagpur 440006	Urban	10.001	2.689

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,English	36	HSSC	English	360	360
UG	BA,Hindi	36	HSSC	English	360	360
UG	BA,Marathi	36	HSSC	English	360	360
UG	BA,Philosophy	36	HSSC	English	360	360
UG	BA,Political Science	36	HSSC	English	360	360
UG	BA,Economics	36	HSSC	English	360	360

UG	BA,History	36	HSSC	English	360	360
UG	BA,Sociology	36	HSSC	English	360	360
UG	BSc,Chemistry	36	HSSC	English	660	660
UG	BSc,Chemistry	36	HSSC	English	660	660
UG	BSc,Chemistry	36	HSSC	English	660	660
UG	BSc,Mathematics	36	HSSC	English	660	660
UG	BSc,Electronics	36	HSSC	English	660	660
UG	BSc,Computer Science	36	HSSC	English	660	660
UG	BSc,Computer Science	36	HSSC	English	660	660
UG	BCA,Computer Science	36	HSSC	English	660	520
UG	BCom,Computer Science	36	HSSC	English	360	122
UG	BSc,Biochemistry	36	HSSC	English	660	660
UG	BSc,Biochemistry	36	HSSC	English	660	660
UG	BSc,Zoology	36	HSSC	English	660	660
PG	MSc,Chemistry	24	BSc	English	60	60
PG	MSc,Physics	24	BSc	English	44	44
PG	MSc,Mathematics	24	BSc	English	44	44
PG	MSc,Biotechnology	24	BSc	English	44	40

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				14				28
Recruited	1	0	0	1	5	5	0	10	11	5	0	16
Yet to Recruit				0				4				12
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				39
Recruited	0	0	0	0	0	0	0	0	8	31	0	39
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	35	4	0	39
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	4	0	7	5	0	21
M.Phil.	0	0	0	0	1	0	1	0	0	2
PG	0	0	0	1	0	0	3	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	22	0	27
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	7	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	713	219	0	0	932
	Female	794	30	0	0	824
	Others	0	0	0	0	0
PG	Male	39	1	0	0	40
	Female	154	5	0	0	159
	Others	0	0	0	0	0
Certificate / Awareness	Male	190	10	0	0	200
	Female	228	1	0	0	229
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	90	100	137	159
	Female	98	112	141	151
	Others	0	0	0	0
ST	Male	21	15	25	42
	Female	9	12	17	18
	Others	0	0	0	0
OBC	Male	100	101	137	178
	Female	121	142	188	218
	Others	0	0	0	0
General	Male	119	105	113	129
	Female	95	123	130	133
	Others	0	0	0	0
Others	Male	286	342	346	298
	Female	208	223	220	237
	Others	0	0	0	0
Total		1147	1275	1454	1563

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has its programs spread over three faculties: Arts, Commerce and Science. With a wide choice available from the subjects English, Hindi and Marathi Literature, History, Political Science, Philosophy, Economics and Sociology available in arts, and from the subjects Mathematics, Physics, Chemistry, Electronics, Computer Science, Chemistry, Biochemistry, Biotechnology, Botany and Zoology, it would be a logical step ahead to follow a multidisciplinary approach and follow an interdisciplinary type of curriculum, subject to such provisions being allowed by the affiliating University. These subjects could also be extended, if required, to the Masters Programmes in

	Biotechnology, Chemistry, Mathematics and Physics, to make learning more complete and meaningful for the learner.
2. Academic bank of credits (ABC):	The institution being affiliated to the RTM Nagpur University, is governed by the methodology adopted for evaluation and declaration of result by the University. As such the post graduate courses are already credit based. Further, adoption of the ABC system by the University would be required in the present situation if the concept of ABC, as envisioned in NEP, is to be followed.
3. Skill development:	The SFS College has been focusing on entering into MOUs which can lead to skill development, ultimately converting the skill into entrepreneurial opportunities. Some such MOUs are for exploring avenues and promoting entrepreneurship in software development, data science, IT, Networking, medical and herbal Botany, fashion designing, Mushroom culture, apiculture, etc. Certificate courses in Hardware and Networking, Tally Prime and Aquarium maintenance, successfully conducted by the institution, also have provided valuable inputs for skill development. More such MOUs and certificate courses by the institution will take it a step forward towards the goals as seen by the NEP.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Teaching in the institution is as per the prescribed medium of instruction: English. The students enrolling in the college are however from diverse linguistic background. In order to facilitate their learning, teachers prefer to supplement their regular teaching with added explanation in the locally spoken and accepted language, Hindi. The rich Indian culture and heritage of tradition is also nurtured and cherished, where the students, irrespective of their allotment to teachers as mentees, are looked upon as own wards by the teachers and guided and steered along correct paths wherever it is felt necessary. Students are encouraged to study online courses available on various portals such as Swayam and e-Shiksha, , NPTEL, NDL, etc. The pandemic conditions have also necessitated teaching learning and evaluation to be in the online mode, facilitating the students in becoming used to access and use of online resources.
5. Focus on Outcome based education (OBE):	The institution has its own declared outcomes for its

	different Programs and Courses, well publicized on its website. These outcomes, apart from excellence in academics, also give equal importance to development of a balanced personality, able to take independent decisions, and aim towards making the students ready for entrepreneurship, employment, higher studies and research. Cells dedicated to these pursuits are active in achieving these goals. The Antarang cell brings about moral and intellectual development, the Srujan Cell brings out the creative skills of students, Shakti Cell empowers women, the Udaan cell looks after training of students and their subsequent placement, Disha, Prakriti, Jigyasa and Abhyas Cells focus upon higher learning, while NCC, Kreeda and Anushasan Cells engender physical and mental discipline among the students. The Seva Cell makes students socially responsible through NSS activity.
6. Distance education/online education:	The institution has been imparting regular courses as prescribed by the affiliating University. There has been significantly successful implementation of the online mode of education and other related activities since the COVID pandemic. Sufficient e-resources have been developed for this purpose, resulting in the creation of an e-repository, and the institution, in principle, is now in a position to also impart the distance mode of learning.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
566	575	575	575	575

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	18	18	18

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1955	1563	1455	1275	1146

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
391	391	369	369	369

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
657	353	339	290	218

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	27	29	31

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	32	29	31	33

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 35

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
286.67214	230.57687	130.96333	153.31207	861.7395

4.3

Number of Computers

Response: 184

04-11-2022 04:30:26

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

St. Francis de Sales College is affiliated to Rashtrasant Tukadoji Maharaj University (RTMNU) and follows its prescribed schedule and curriculum. The following are the salient features how the curriculum is delivered effectively:

Before beginning the academic year, an academic calendar and handbook is prepared as per institution's plans for the ensuing year. The Principal, IQAC and HODs coordinate to prepare the academic timetable. The timetables of various programs are circulated through HODs to all the faculty members. The classes commence on the very first day as per the timetable.

Faculty members prepare and submit a teaching plan for theory and practical classes for the respective semester in accordance with the syllabus prescribed by the University. This enables the faculty to complete their syllabi in a timely manner and engage extra classes if required. Other co-curricular activities of the Department are reflected in the calendar. Effective implementation of the plan is monitored periodically by HODs and Principal.

The contents of the curriculum are delivered systematically by faculty members through classroom teaching, laboratory demonstration, projects, assignments, seminars, guest lectures, workshops, field visits, etc. Importance is given to the use of ICT tools like PPTs, animations, videos, e-books, etc. Effectiveness of the curriculum delivery is also judged through performance of students in Unit tests, assignments and preliminary examinations prior to the University examinations.

Faculty members maintain a book of daily notes in which they record each day's delivery of curriculum. A summary of the same is presented through HODs at the end of the month to the Principal.

Attendance of students is taken for every theory and practical class. Students with low attendance are advised to improve upon their attendance for effectiveness and continuity of the curriculum.

Continuous assessment is carried out by means of Unit tests, assignments and regularity in attendance.

The Principal, mentors and faculty members informally meet the parents/guardians of students to discuss matters related to overall progress of the students wherever necessary.

The Principal meets staff and students periodically to discuss matters pertaining to teaching-learning process and offers suggestions. Principal also takes feedback on teachers and curriculum from the students to assess the performance of the staff. Internal Academic Audit is carried out by a team of senior faculty of the College. Teams of reputed academicians also carry out external academic audit.

Every student has a mentor-teacher who discusses with the student his/her curricular, co-curricular, extra-curricular performance and provides counseling as required.

Bridge courses are conducted by departments at the beginning of first semester to orient the students to bridge the gap between pre-University and university pattern. Remedial classes/difficulty sessions are engaged for slow learners. Additional classes are engaged on required basis.

The Principal takes feedback from students, parents and alumni which is analysed by him and necessary action taken wherever possible.

The Institute has undertaken maximum efforts during the COVID-19 pandemic to make sure that the curriculum was effectively delivered to its stakeholders by way of conducting online classes, co-curricular activities, etc.

File Description	Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The RTM Nagpur University requires that the students be evaluated internally for every theory paper. In line with this requirement as well as to monitor the progress of each student, a system of Continuous Internal Evaluation is in place.

Prior to commencement of the academic year, the Academic Calendar for the College is prepared as per institution's plans for the ensuing year as well as by taking into due consideration of the tentative schedule of the terms, vacations and examinations as notified by the affiliating RTM Nagpur University.

The calendar is circulated in the form of a printed booklet to staff and students. A soft copy of the same is also displayed on the College website. The calendar includes general information about the College, its Vision and Mission, various College Committees and Cells, an approximate day-wise plan for the academic session including Unit tests and co-and extra-curricular activities, holidays, commencement of the term, examination schedule, information about the faculty, various welfare measures and scholarships for students, help lines in emergencies and courses offered. The calendar serves as a daily reminder and ready-reckoner for the students as well as faculty.

Student Induction Programmes (Deeksharambh) are organised for all newly admitted students each year at the beginning of the academic session. Here, the students are given exhaustive information about the methodology being adopted by the College for Continuous Internal Evaluation. Also, they are given information about the University Examination pattern, rules pertaining to passing and ATKT.

The internal assessment as required by the University is carried out considering Unit tests, assignments and attendance. The students appear for two unit tests in each semester. They are also given various assignments based on the curriculum such as write-ups, presentations, seminars, etc. The students prepare

for university examination with the help of preliminary examination which is based on University pattern.

Impressions of teachers about the various qualities in students such as regularity and sincerity, leadership, quest to excel, flair for arts and sports, scientific temperament and spirit of enquiry are formed through regular interaction with them during curriculum delivery, mentoring sessions as well as through their participation in field visits, exhibitions, competitions and various co- and extra-curricular activities. These perceptions aid the teachers in evaluating the students for award of marks for internal assessment. Since beginning of the COVID-19 pandemic in 2019, the institution has been conducting its internal assessment online, along with some examinations of the affiliating University as per directions received from time to time.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 47.06

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 8

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 7

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	1	1

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

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

Response: 7.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
430	40	80	37	32

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

1.3 Curriculum Enrichment

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

Response:

The noble motto of the Institution, 'Truth and Love' and its implementation by the College, in itself encompasses all the important aspects for holistic development expected in our students today.

The curriculum of the institution includes the syllabus prescribed for different programs by the affiliating RTM Nagpur University, as well as a variety of activities conducted by the different subject associations and the cells.

All these activities cater to addressing the cross-cutting issues faced in the contemporary world, especially by the young students with impressionable minds.

The ANTARANG Cell organises talks and programmes on spiritual and ethical issues, which help to instil the required moral and human values in them. The Centre for Dialogue between Religion, Science and Society organises a techno-value fest to include various programmes for students where students from other colleges also participate. The Centre also organises a National Seminar on relationship between Science, Religion and Society where current issues of social and scientific significance are discussed in the main theme. The UDAAN Cell, looking after Training and Placement imbibes the required personality traits and business etiquette in the students as professional ethics. Human Values are also nurtured through extension activities by students by giving free tuitions. Staff and SEVA volunteers visit old age homes and slum areas, as well as render service through periodic donations to the homes of the aged. The initiative of '*Bal Mela*', being carried out over the past three years in collaboration with the NGO ICID for children in the nearby areas, has proved to be a grand success in extension of human values to children.

Values are also spread through participation in Vigilance week programs through essay, debate and poster competitions.

The importance of gender equality is deeply carved upon the minds of students through the regular dealing of the students by the staff and the general atmosphere of the College. As part of the curriculum, students are made aware about discrimination based on sex and the penalties involved, right at the beginning of their life in the College, through the Orientation programme. The evils of ragging are also explained to them. The Women's Cell, SHAKTI, organises many programmes such as talks, debates and competitions, for women empowerment. The cell also reaches out to the women of the society, with strong participation by our students, by holding programmes on International Women's Day every year for the community. Awareness about the importance of the girl child is also spread through programs such as "*Beti Bachao Beti Padhao*".

The PRAKRITI and SEVA Cells imbibe environmental consciousness students through talks on environmental issues by faculty as well as experts in the field, tree plantation and campus cleaning. NSS Volunteer students under SEVA are able to go out and perform extension activities to spread environmental consciousness through rallies, street plays, and village cleaning. Cross cutting issues have been dealt online through webinars on various topics after the COVID-19 Pandemic. Environmental science is part of the prescribed syllabus for all second year undergraduate students.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<u>View Document</u>
Any additional information	<u>View Document</u>

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.97

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	17	17

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<u>View Document</u>

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

Response: 11.71

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

Response: 229

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<u>View Document</u>
Any additional information	<u>View Document</u>

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 81.18

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
697	730	704	588	561

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

2020-21	2019-20	2018-19	2017-18	2016-17
794	844	800	800	800

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 28.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
112	93	90	117	121

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]()
Any additional information	[View Document]()

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Assessment of Learning Levels of Students

The following are the methods by which the college assesses the learning levels of students:

Every department of the college conducts bridge courses in their respective subjects for newly admitted students. The objective of the bridge course is to identify any cognitive and empirical gap in the knowledge level of these students and take appropriate measures to fill it. The structured module helps the students to develop conceptual clarity regarding previous learning and make them ready for higher learning.

Each teacher in the initial classes interacts with the students in order to assess the learning ability of the class. Teachers also identify the different learning abilities of students of a particular class during the regular curriculum transaction.

Special Programmes for Advanced Learners

1. Advanced learners are encouraged to make poster and PPT presentations on difficult topics in the class.
2. The college organizes student seminars and symposiums to hone critical reasoning and problem solving abilities of such students.
3. Advanced learners are motivated to take part in inter-collegiate competitions on debates, quiz, poster making and PPT presentations.
4. They are given e-links of MOOCs on SWAYAM, NPTEL, NDL, Spoken Tutorial portals for listening to lectures on advanced topics.
5. Advanced learners are informed about competitive exams and career pathways so that they may compete successfully with the best students in the country. They are informally guided by their teachers in their exam preparation.
6. Special efforts are made to tap the potential of advanced learners by making them take part in cross-cutting disciplines. The Dept. of English, for example, organized a 60 hours certificate course in Basic French language.
7. The advanced learners are advised to go through standard reference books to get in-depth knowledge of the subject.
8. The advanced learners are encouraged to write model answers based on the University question paper. These answers are corrected by the concerned staff and these serve as their material for examination.

Special Programmes for Weak Learners

1. Remedial classes/ difficulty sessions are conducted regularly for slow learners to enable them to cope with the syllabus.
2. Extra classes and special classes on exam preparation are engaged to enable weak learners to

improve their paper-solving techniques and score better.

3. Detailed feedback is given to weak learners on their performance in unit tests, semester exams and university practicals. They are given tips and encouraged to improve their academic performance.
4. Peer teaching is employed by having advanced learners teach a few topics assigned for the benefit of weak learners.
5. Students are taught test taking strategies. Mock examination papers are solved in the class.
6. Teachers help slow learners by administering Unit tests and assignments periodically. Doubt clearing sessions are also taken by teachers to respond to student queries.
7. Advanced learners are also given opportunity to represent the institution as anchors for various online programmes.

File Description	Document
Past link for additional Information	[View Document](#)

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

Response: 75.19

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The college provides a variety of learning experiences to its students both in the classroom and outside:

1. Students are able to experience their learning in theory through performing related practicals in the laboratories. They thus get an opportunity to hone and fine tune their laboratory skills.
2. Practical experiments in science subjects are made interesting and challenging to the students by making them follow step-by-step instructions. Students of BA Communicative English participate in group discussions and mock interviews. This helps them to be better prepared for job placements. They also write situational conversations which helps them to hone their communication skills in real life situations.
3. Field trips are organized for science students for observing and collecting data and specimens related to the subject. Visits are also arranged to forest areas to study biodiversity, fish farms, agro parks, the Parliament and State legislative Assembly, and to industries and national laboratories of repute such as NEERI. These help in experiential learning.
4. Students are involved in interactive learning, problem-solving exercises, group discussions, seminars, paper presentations, quiz competitions, workshops, role-play, etc. through which the teachers augment the 'chalk and talk' method for teaching- learning.

5. The learning experience of students is upgraded by extensive use of ICT tools by teachers, especially consequent to the COVID-19 pandemic. PPTs, LCD,are regularly used in the classroom for effective delivery of the curriculum. Many of these PPTs are often prepared in collaboration by student groups under the supervision of the teacher. Topics from the course are chosen in the class and assigned to different groups of students to pool additional material such as images, graphics, animations, slideshows, etc. from the internet. These are then incorporated in the presentation as supplementary or illustrative material to boost students' attention and comprehension in the class.

6. Films, videos, documentaries are also screened in the classroom to make subject learning interesting for the students.

7. Teachers also teach students the skill of using flow-charts, thought trees, sequence maps, etc. to clarify concepts and ideas. Learning is made student-centric by involving them in project work, seminar presentations, and assignment writings.

8. Mock tests, quiz, and online testing with MCQs are administered by teachers.

9. Students often participate as volunteers in conferences, seminars and workshops held in and outside the college. This helps them to learn management and organizational skills, team and leadership qualities, besides giving them exposure to talks by experts.

10. Students are motivated to register on portals of e-learning like SWAYAM, NPTEL, NDL, Spoken Tutorials and the survey for registration was monitored through Google forms (https://drive.google.com/open?id=17F8aYrf6HcW4a2B0k268xV3xqGS0pmGVtgiUhLtRsfI).

The College Central Library provides internet facilities to all students. It also keeps adding a large number of text and reference books to its holdings to give access to students to latest information. Educational CDs and DVDs are also made available to students in the library and departments. Recently an e-repository has been introduced in the library along with subscription to the DELNET Database.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The College has prioritized the NAAC focus on making teaching-learning process ICT enabled.

Most departments have prepared e-resources in their subjects in the form of PPTs, digital material, and top resource links. This digital repository of knowledge is made available to students in the departments as well as in the library in a compiled form under Greenstone Digital Library. The institution has three Network Resource Centers to cater to the needs of the staff and students. UGC-Network Resource Centre is located in the library with facilities for downloading e-resources, reprography and printing.

Most of the Science departments have their individual LCD projectors. Classes using the projectors can therefore be conducted in laboratory spaces when they are available for conduct of theory classes. In addition, spaces such as AV Hall, Seminar Hall and the College auditorium also have facility of LCD projector. These are used as per need, for regular classes, seminars, guest lectures, etc. Staff rooms of all departments also have internet connections, in addition to the common internet facility available in the

Central library and the wi-fi facility installed in college. Students as well as staff can therefore make use of these resources to increase the use of ICT in teaching learning.

Teachers make regular use of LCD projector in the classroom to make their lessons visually interesting by incorporating images, maps, audio-video clips, tables and charts. This has had a positive impact both on the learning outcomes of students as well as in their attendance.

Regular workshops are conducted for training teachers in the use of MOOC platforms and digital tools. Faculty is also encouraged to register on online portals for upgrading their subject knowledge and for becoming aware of the latest ICT tools available for teaching-learning.

All staff members have access to the N-LIST consortia subscribed by the college. In addition, the staff members also are registered with portals giving online services and resources, such as National Digital Library, SWAYAM, etc.

Some teachers have begun to make use of modern methods of teaching learning, such as MOODLE, Google sites and Google classroom, using ICT resources. MOODLE and Google sites are being used to implement the concept of 'flipped learning' where students are given study material in the form of pdf files of presentations on the topic in advance so that they are able to come prepared for the topic. Links to pdf files are provided when the old presentations are removed and new presentations posted. Microsoft Teams was used as a teaching platform by the faculty during the beginning of the COVID-19 pandemic. Google Classroom is now being used exhaustively by all teachers to teach, post and receive assignments, post educational resources and materials, and Google forms to evaluate students, etc.

Some teachers also encourage their students to email their class assignments and provide feedback online. This practice by some teachers encourages other teachers to make use of ICT resources.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 75:1

2.3.3.1 Number of mentors

Response: 26

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	
mentor/mentee ratio	
Circulars pertaining to assigning mentors to mentees	

2.4 Teacher Profile and Quality

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

Response: 94.13

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

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

Response: 74.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	23	20	22	21

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	
Any additional information	

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.14

2.4.3.1 **Total experience of full-time teachers**

Response: 393.66

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The college has a well-structured mechanism for Continuous Internal Evaluation (CIE) of students. The underlying aim of the assessment process is to maximize student learning outcomes and to help them secure top honors in University and competitive examinations. The institution and individual teachers use assessment outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning of curriculum transactions.

The students are made aware in advance of the schedule of internal examinations through the Academic calendar.

The process of internal assessment mechanism includes formative and summative modes of assessment. Formative assessment of students is done according to a graded metric based on the following parameters:

Attendance

Two Unit Tests per Semester

Assignments and projects

The following are taken into consideration while grading the students

Field visit, report writing

Seminars presentation, participation

Class interaction

Participation in college activities

Good conduct and demonstrative ethics and values

Each teacher keeps a record of the progressive performance of the student across all the above mentioned parameters. The college insists on a minimum 75% attendance of students in each semester. It keeps a strict vigil over attendance because it believes that only by maximum participation in all learning activities can students fulfill their true potential.

Daily attendance helps monitor student regularity in the class. In case of irregularity, first the teacher and then the Principal, if required, summons the student and counsels him/her in this regard.

Internal assessment of student performance is done with the help of quiz, unit tests, open tests, online submission of assignments, viva-voce and practical examinations.

Personal feedback is given to students both in the class and outside. Weak students or students with poor performance are counseled and guided through one-to-one interactions with the teacher. The teacher shares with the student their strengths/weaknesses and suggests corrective measures.

Difficulty sessions are arranged, sometimes even on holidays, to give coaching to students. Sometimes, along with peer learning, peer evaluation is also done in the classroom. In such instances, the teacher plays the role of an observer and allows advanced learners, for example, to clarify doubts or solve problems. This leads to an open learning environment where students are no longer afraid to ask questions or voice their ideas. By transforming classrooms into student-centric learning spaces, the possibilities for successful curriculum transactions are increased.

Internal assessment is also done by the college in the form of summative examination. Students take an end-semester examination in the college on the pattern of university examination. This helps students to familiarize themselves with the university examination, gain in confidence, and most importantly, to identify the areas where they can improve.

Answer scripts of students are rigorously marked by teachers and necessary feedback is given.

The efficacy of the continuous internal evaluation (CIE) process is borne out by the marked improvement in student results in the university examination through successive semesters. The college students have consistently featured in the Merit List of university examination and have won a number of medals and prizes each year.

File Description	Document
Link for additional information	[View Document](#)

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The St. Francis De Sales College believes in fair, equal and impartial treatment of all students. This aspect is taken care of in all spheres of work of the College, including its assessment and evaluation methodologies. The College, under its IQAC has a dedicated Cell, *DAKSH*, for redressal of all grievances, including those related to examination. The Cell, on receiving ant grievance or complaint, promptly calls a meeting of its committee and resolves the issue within a maximum of five days. Valuation of answer sheets is carried out promptly beginning on the day of the test itself and marklists are prepared for the same for submission to the College office. This ensures that the result can be communicated to the students in a timely manner, increasing the effectiveness of the examination while the subject is still fresh in their minds.

At the College level: The college conducts at least two unit tests and a preliminary examination in each Semester. The valued answer scripts are shown to the students, and in case of any discrepancy, the teacher rectifies them on the spot. Students are also explained their scoring by the teachers, which consequently leads to improvement in the content and quality of the answers. Because of the system being open and transparent, there have been no examination related grievances regarding evaluation till date. In case a student remains absent for some genuine reason from tests, such a test is conducted separately for the student if the situation so warrants.

At the University level: The University offers the facility of revaluation to students in case of an underscored paper. A photocopy of the Answer book is provided to the students by the University on demand. Students can go through the answer books and apply for revaluation if required.

The student affected usually takes the guidance of the concerned teacher in the college on whether to exercise the revaluation option. In such cases it is the college teacher who provides best advice to the student after analyzing the paper and his/her responses. More often than not, the student benefits from the guidance of the teacher.

The answer books are examined twice during revaluation by different valuers in a blind revaluation system, to ensure that no injustice is done to the student. Students are allowed to keep term (ATKT) provided they pass in at least 50% of the papers and the revaluation results are declared within 30 days of submission of application.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The institution has prepared Programme Outcomes for M.Sc., B.A., B.Sc., B.C.A. and B.C.C.A.

Programmes, Programme Specific Outcomes under these programmes and course outcomes under them. These are based upon examples provided by NAAC and after due consideration and deliberation by various Heads of Departments. The same have been finalised and uploaded for display to all stakeholders on the institutional website.

The college proactively engages with the formulation and dissemination of LOs. Each session begins with departments holding meetings with faculty to draw up teaching plans to optimally achieve POs, PSOs and COs. Whenever the University changes/revises the existing syllabi, Heads of Depts. with teachers chalk out teaching strategies and evaluation methods in alignment with the revised POs, PSOs, and COs. Teachers also spell out the learning outcomes in the classroom at the beginning of each semester and session. In this way, students are made aware of course/programme expectations at the very commencement of the teaching-learning process.

The IQAC conducted several meetings with the staff to appraise them of the importance of learning outcomes. It has placed the POs, PSOs and COs of the UGC model curriculum for discussion and incorporation in the institution's transaction of curriculum.

The mechanism of continuous internal evaluation also helps the college to monitor student attainment of stated LOs. Performance of students in tests, assignments and project work is discussed by teachers with proper feedback. Teachers also clear the doubts and answer queries of students.

Teachers also circulate information about POs and COs in whatsapp groups of students. The Student Satisfaction Survey (SSS) is also another instrument by way of which the college takes feedback on the extent of student attainment of learning outcomes. Thus college employs multiple channels to make students and teachers aware of learning outcomes of courses and programmes.

The link to the Outcomes on the website is: https://www.sfscollege.edu.in/wp-content/uploads/2021/06/OUTCOMES.pdf

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Program Outcomes and Course outcomes have been designed on the lines of those given in the guidelines by NAAC. These are designed to make the students ready and equipped with knowledge and skill sets.

The Program and Course Outcomes are displayed on the College website for all stakeholders in general, and the students in particular. The students are made aware of these during the Orientation Programs for the new students as well as at the beginning of every semester. Students are guided with required

mentoring so they achieve the desired outcomes.

For every academic year, evaluation of the achievement of these outcomes is carried out using multiple assessment methodologies.

The results of the students in their semester end examinations held by the affiliating University is thoroughly analysed, first by various departments and then by the SHIKHAR Cell, so that a broad perspective of the academic achievements is obtained. Need for improvement, subject wise or faculty wise, can be gauged on the basis of this analysis.

The other important facet dealt with is the placement of students. Students are encouraged all year round by various activities and programs held by UDAAN, the placement cell, to appear for interviews held on campus and sometimes off-campus. The students are judged for their knowledge, personality and soft skills by various entrepreneurs, showing fulfilment of the outcome expected on their overall development.

The mechanism of continuous internal evaluation of the institution helps monitor the track of student attainment of the stated learning outcomes. Student performance is assessed by evaluating it in relation to the learning outcomes at the exit stage of a particular course/programme.

Evaluation of outcomes is also based on progression of students to higher education. Whereas Postgraduate programs in Chemistry, Biotechnology, Physics and Mathematics are available within the College itself, undergraduate students also find their way into other institutions of repute to pursue various other programs. An attempt is continuously made to keep abreast of such progression of the students through personal communication, social media, Google forms, etc.

Inculcation of national pride among the students can be seen through their participation in National programmes held in the College as well as those such as the Republic Day Parade, where they participate on a National level.

The Best student of the College is decided every year, judging on the basis of the student who best represents the spirit of the College. This is in line with the general objectives of overall development as outlined in all the program outcomes.

Activities held by various cells bring out the qualities of personality development where the students get an opportunity to participate, manage and lead. They are encouraged to participate in Inter collegiate events where they showcase their talent and skill. These intercollegiate activities are spread over varied spheres: humanities through which they are able to discharge social responsibility, sports and science. Their creativity is also brought to the fore through competitions on elocution, debating, essay writing, poster, Rangoli, quiz, presentation, chart and model making.

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 87.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
641	348	273	237	177

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

2020-21	2019-20	2018-19	2017-18	2016-17
657	353	339	290	218

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.38

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2.75	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 19.23

3.1.2.1 **Number of teachers recognized as research guides**

Response: 05

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.18

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	17	17

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institution strives to create a holistic environment for innovations and dissemination of knowledge. It has a variety of material resources in the form of excellent reference books and e-resources in the form of e-books/e-journals, spacious workspaces with modern laboratory equipment, computers, high speed internet and Wi-Fi. These are utilized by our human resources- technically competent teachers and students with a thirst to learn. Funds are provided by the benevolent management or raised by these participants themselves. There is a well-established system for creation and promotion of innovation through year-round activities of cells and departments in the college.

1. Entrepreneurship is encouraged through
   - Workshops on Beekeeping, Python, Hardware maintenance,
   - Competition by SRUJAN viz Mehendi, Rangoli, Rakhis , decoration of Diyas, envelopes , making Eco-friendly Ganesh Idols,
   - Certificate courses in Hardware and Networking, Aquarium Maintenance, Tally PRIME, etc.
   - Food and sports stalls managed and operated by students in fetes on the Annual Day where students earn through fun and camaraderie.
   - Working models and charts prepared by students in periodically organized Science exhibitions lead to innovative ideas. Recently, best and innovative models in Physics are

judged through Late Dr. G.M. Puvathingal Memorial Innovation Competition.

2. Innovations by students include:
   - Development of MySFS app by a student of BCA.
   - Building of working models in exhibitions
   - Expert scripting of plays and skits such as 'Bapu: Now and Beyond' and 'Gandhi Gaon Me hai', prayers and programs on different occasions.
   - Designing and preparation of Backdrops and cutouts for stage.
   - Creative designing, editing and contribution in the form of articles, poems in annually published of College Magazine 'SFS Heights' and the 'Hindi magazine' .

3. Innovations by faculty include:

   - Providing Consultancy Service on Greenstone Digital Library Software to other colleges.
   - Copyrighted Work on Epidemic Model.
   - Yoga Prashikshan by Aasan Pravesh certified faculty members through lectures and demonstrations.
   - Invention and application for Patent for room sanitization devices UV CHAKRA, Mini UV Chakra, COVID Control Cockpit and Dual Sanitization chamber.

Sharing of students' knowledge on Snakes and Floral Diversity through Webinars has been a recent novel venture. Knowledge acquired through training, research by faculty is disseminated among students in addition to benefiting society. This is manifested through.

1. Workshops, trainings and Webinar on Disaster Management in collaboration with NDRF and SDRF officers.

1. Visits to Raman Science Centre, Department of Atomic Energy, Biodiversity Express, Biodiversity Park, National Science Congress, Fishery and agro-tourism projects and industries to enhance creativity and innovation within students and by Postgraduate student projects in different research institutions such as NEERI, APTECH, CIIMS, etc.
2. Various activities and events by CDRESS under the ANTARANG Cell to promote relation between science and religion.
3. Creation of an Institutional e-repository of ICT Material in the form of PPTs, e-resources, videos, etc., to be available for students.
4. Creation and safeguarding of knowledge by workshops on IPR, Research Methodology, MOODLE, etc.

File Description	Document
Upload any additional information	View Document

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

Response: 45

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	18	2	2	2

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.8

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 09

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 05

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

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

Response: 0.87

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	4	7	0

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

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

Response: 0.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	7	1	5	5

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

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

Response:

The institution creates a holistic atmosphere to expose students, apart from academics, to a slew of cross-cutting issues, including care of the young, old, infirm and weak. Health and hygiene, emergencies, environmental consciousness and values are also imbibed and strengthened for redressal at societal level. Various commemorative days, weeks and fortnights increase awareness of students towards society. Talks by eminent workers in the Government sector and NGOs supplemented by exposure to real life situations is given through activities of various Cells and associations, especially SEVA, NCC, ANTARANG and PRAKRITI.

During the 'Joy of Giving Week' organised every October, donations are collected by SEVA volunteers during visits local old age homes.

Programmes for Gender sensitization held by SHAKTI every International Women's Day, recently in collaboration with the NGO, ICID include talks on contemporary issues related to women and cultural programme where student and teacher volunteers offer service.

Bal Mela, held for two consecutive years in collaboration with ICID, cares for children with educative programmes, refreshments, games and sports. Volunteers enthusiastically play the role of group leaders.

Students give voluntary tuitions to children residing in nearby slums for last few years.

Rallies and street address issues of health and hygiene, cleanliness and conservation of water bodies, hazards of plastic, etc. Cleaning work is also carried out by volunteers during the annual village camp. NCC and SEVA regularly organise blood donation camps. As many as 500 saplings have been planted in Village Chicholi in 2019. Students also perform Shramdaan annually, at the Biodiversity Park.

At the outbreak COVID-19 pandemic broke out, students and staff of the College organised a COVID-19 helpline, where not only counselling was given to the needy students, but College staff voluntarily contributed Rs. 32500.00, utilized towards supplying medicines, food packets and grocery kits at the outset of the pandemic. Demonstration of proper washing of hands as prevention against COVID-19 was given in a nearby slum.

In the session 2020-21, the institution has distributed medicine kits to ASHA workers in collaboration with NMSSS (Nagpur Multipurpose Social Service Society). Donations by staff again in the months of August and September 2021 to the tune of Rs. 31000/- resulted in distribution of food packets to the needy sections of society.

Extension during COVID is being carried out online through informative webinars not only for staff and students, but all stakeholders as a whole, encompassing diverse social topics such as role of citizens in National Emergencies, curbing suicidal tendencies, stress management, depression agrarian crisis, traffic awareness, drug abuse, management of plastic waste, rainwater harvesting, youth empowerment, to name a few.

Impact on students: The realization of responsibility has awakened within the minds of students through the content of these webinars. Moreover, they have been active in the webinars through participation in planning and anchoring. Enthusiastic service and volunteering by students in all such activities ably reflects their holistic development. Thus, the 'spirit of SFS' is gradually ingrained in our students through these activities as they progress through the various programs.

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document]

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 135

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	50	24	20	17

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 100

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1955	1563	1455	1275	1146

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 109

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	27	20	24	23

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 20

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	4	1	2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The College has the best of infrastructural facilities. Its building, in pristine and peaceful surrounding of lush green forests, offers the atmosphere conducive for quality education. The gardens, inclusive of a botanical garden and green spaces around the building provide a joyful and aesthetically pleasant atmosphere for the staff and students.

The College office is supported by cloud based College Management software. There are 35 well-lit and airy classrooms, of which 18 classrooms have ICT facilities. There are 20 laboratories, 3 central instrumentation rooms, 11 staff rooms, 4 seminar halls, 3 browsing centers. Infrastructure and equipment in all these facilities is kept updated and well maintained. Wi-fi facility, accessible from various locations on campus, is available for staff and students.

Spaces for parking for staff and students, monitored using CCTV cameras facilitate safe parking. Separate hostels for boys and girls are also available.

The basic amenities provided by the institution include a new canteen on the college premises, water coolers for drinking water, provision of first-aid, round-the-clock security and separate washrooms for men, lady staff members and boys, and a girls' common room. Large amount of solar energy is generated and transferred to the grid. Fire extinguishers and CCTV surveillance is also deployed in the college premises.

A well-equipped library with a stack room, a reading hall and a network resource center, is fully computerized, using special software for cataloguing, issue and return of books. Its collection of books and various other resources forms the very backbone of learning in the institution. It is supplemented with various departmental libraries for quicker access. Students are able to fully utilize the library with its spacious reading room.

There is a large multipurpose auditorium, an open-air stage, a conference room, a prayer room, and a store room for stationery. Separate washrooms for ladies and gents staff on each floor have been added in the last five years. Many additions have also been made to the infrastructure in terms of making it technologically enhanced. There has been an increase in the number of ICT enabled rooms as a result. Under RUSA, various departments have upgraded its equipment, audio visual, ICT enabled instruments and physical facilities. Also, addition of 7 classrooms and auditorium renovation are in progress.

The College playground is well maintained so that various sports such as Football, hockey, cricket, athletics and other track and field events can be held. There are separate courts for volleyball and basketball, as well as facilities for indoor games such as badminton, Table Tennis, Chess and Carrom in the multipurpose auditorium.

Self-financed courses such as Computer Science, Chemistry and Biotechnology are run right from morning

hours, for optimal use of time and space. The Computer lab is also used as a network resource center and during vacations for training the staff and students. The College offers the building for conduct of Competitive examinations on holidays, as well as the College playground on rent for conducting matches, which helped to generate Rs. 2,49,000/- as additional resource.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The college firmly believes that a fertile mind is born out of a fit body. In its focus on overall development of the students, the College gives equal importance to sports along with curricular and co-curricular activity.

The KREEDA cell of the College oversees and encourages all sports activities of students, inside as well as out of the College. Students who exhibit a strong inclination for sports are identified in the bud, and allowed to bloom, keeping their potential in mind. Students have therefore been able to showcase their prowess in sports at different levels of competition.

The institution has provision for all equipments required for sports. These include volleyball posts, shot put, discus, javelin, football posts and net, hockey goalposts, high jump stand, umpire chair, badminton posts, table tennis table, hurdles, track suits, basketball posts, stop watches, running spikes, chess etc.

There is a 400 meter athletic track, facility for outdoor sports such as cricket, football and hockey, and courts for volley ball and basket ball, on the spacious college playground. Basketball court is under renovation, under RUSA grants.

The playground is also used to host intercollegiate sports events, in which the students of our college participate enthusiastically.

A Gymnasium for students and staff is also available. It has all modern equipments such as bench press, weight lifting set, butterfly peg deck, multi-gym, dumbbells, chest expander, arm curler, etc.

The Sports Department has its own library which contains encyclopedia, magazines, rule books, etc.

A multipurpose auditorium is located on the first floor of the College, which has space for indoor games such as badminton and table tennis in addition to indoor cultural activities are conducted.

The sports equipment is periodically checked, and measures are taken for its repairs and maintenance. New equipment is added as and when required.

The College has a rich collection of students from various cultures, as a result of which these cultures are adequately reflected in our activities. The VIDYARTHI, SRUJAN and ANTARANG Cells promote, plan and oversee these cultural activities, which include a wide range, from songs through dances, skits, fashion and dress shows to personality contests. Students from the North east, east, south, central as well as western India represent cultures of their native states in programmes held on Independence day, Teacher's Day, Republic Day and Annual Day. These programmes are conducted mostly in the auditorium.

The institution gives its unstinted support in the form of sound, lights, props, etc. Students very enthusiastically participate in these cultural activities.

An open air stage is available for programmes such as cultural activities associated with Independence Day and Republic day, Annual day cultural programme, etc. A pandal is erected as per requirement for the Annual Day celebrations.

The Annual Sports meet and the Annual Day events are much awaited programmes, for which students show extensive preparation and allow the best in them to be expressed in various forms.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 34.29

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 19.04

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
92.32135	64.22010	25.01796	22.96487	9.16453

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library is Fully Computerized and Bar-coded.

The library uses "LIBMAN" library management cloud version software with online license.

The Library also has mobile based OPAC system (M-OPAC) which can be accessed by the users from anywhere on their mobile phones.

Circulation of the library books stocks items, including issue and return of the book by student and staff, is also entirely computerized.

Reprography service is available

There is a UGC Network Resource Centre for accessing internet for staff and students.

There is an Institutional repository of old question paper.

"AKSHAR Forum ", a book review platform has been established, with several activities aimed to inculcate reading habit in students, instill critical thinking and to enhance presentation skills.

There is also a collection of Reference Books for Competitive examinations like UPSC/MPSC/NET-SET/BANKING etc.

Our Reading room is the one of the biggest in central India with a sitting capacity of about two hundred students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

 1. e-journals
 2. e-ShodhSindhu
 3. Shodhganga Membership
 4. e-books
 5. Databases
 6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.8

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.93	1.64	1.98	1.56	1.87

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 10.9

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 216

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT facilities are regularly updated. There are two leased internet connections, One broadband and One fiber optical in the college, apart from a dedicated fiber optical connection for the office. Devices using the internet have increased in college. All the departments are networked through LAN with unlimited broadband internet connection. Most classrooms are ICT enabled and have portable LCD projectors. RFID tags for books and RFID reader facility have been added. Open access system is followed in the library. Students and Teachers have access to resources of INFLIBNET in the General Library in addition to the internet in the NRC (library and the computer lab). Library utilizes Library management software (LIBMAN) for book cataloguing and issuing. A mobile version of catalogue (MOPAC) is available.

Office is also automated with cloud based CMS software. Online payment facilities for fee payment have been added for the student convenience. The process of admission, salaries, scholarships, etc. is computerized. The Office Staff attend Computer Training Programmes on a regular basis to update their e-skills.

The College has a dynamic website that provides all the necessary information needed.

33 computers and 11 projectors were added under RUSA funding.

Wi-fi was installed in the entire college. New wifi hotspots are being created in the campus under RUSA funding with renovation of networking.

College conducts various programs for staff and students to enhance their skill on e-Governance, networking and training on different topics. The management has been substantially augmenting the infrastructural support to update the IT facilities in the college. During lockdown period institution has upgraded its teaching to online mode using Microsoft Team and Google Suite.

Year wise ICT facilities updated:

In the session **2016-17** the following equipments were purchased

1. 08 computers on 09/05/2016
2. 1 monitor and 1 antivirus 10/06/2017
3. 1 printer on 29/09/2016
4. 1 projector on 23/08/2016
5. Batteries in the CS laboratory changed 21/09/2016

In the session **2017-18** the following equipments were purchased

1. 21 Desktop PC and 1 LED Monitor on 05/02/2018
2. 2 Microsoft Windows 10 Operating System on 23/07/2018
3. 10 Microsoft Windows 10 Operating systems on 05/02/18
4. 10 Quick Heal Total Security Antivirus 0n 05/02/2018
5. UPSpurchased 24/11/2018
6. Main UPS for 33 computers were purchased on 24/11/2018
7. 10 Logitech mouse on 23/07/2018

In the session **2018-19** the following equipments were purchased

1. 14 computers on   23/07/2018
2. 2 servers and 20 nodes on 23/07/2018
3. Refill of printers and 1 drum on 01/03/2019
4. 10 mouse and keyboard on 23/03/2019

In the session **2019-20** the following equipments were purchased

1. 6kv online ups and 16 battery on 15/10/2019
2. 3 Motherboard, 1 ram and 1 hard disk on 09/01/2020
3. 07 i5 computers on 16/11/2020
4. 26 i3 computers on 06/12/2020
5. 50 i3 computers on 12/03/2020
6. 11 Projectors on 03/11/2020
7. 4 multi-function printer on 31/10/2020
8. 1 Digital Photocopier on 02/12/2020

A Network Rack with firewall and Wi-Fi facility is installed in the campus.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 11:1

File Description	Document
Upload any additional information	

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	
Details of available bandwidth of internet connection in the Institution	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 45.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
125.2776	137.10931	77.69819	93.45704	51.66976

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	
Audited statements of accounts	

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

Response:

For infrastructure needs, Heads of Departments and other in-charges request for the Maintenance work to be done to the Principal. Depending on the nature of the work, Principal presents the proposal before the college management. The Management takes the final decision on priority basis. After receiving consent,

Principal assigns the work to the concerned personnel. Regular maintenance work in the college takes place immediately, while longer projects are executed during vacation.

Stock checking is carried out annually, and stock books are maintained by the different departments.

In order to keep pace with the growth of the institution, there has been an addition of an entrance gate with gatehouse for security personnel. Close circuit cameras have been installed to keep track of activities in the College.

3 personnel on a daily wage basis maintain cleanliness and upkeep of the building and grounds, classrooms, wash rooms, water coolers, solar panels, etc. The upkeep of the physical infrastructure and equipment's is done through contracts on required basis where required.

The maintenance of electrical items is voluntarily carried out by competent non-teaching staff of the respective departments. Any major repair work is carried out by professionals from outside the college.

The environment cell, PRAKRITI caters to sensitization of students to the contemporary environmental issues. Plantation activities are undertaken from time to time, on campus as well as outside, to promote positive contribution to environment.

Our office provides support to the staff as well as students in the form of printing paper, chalk, duster, stationery, Practical record books and registers.

Internet facilities are maintained from time to time by the non teaching Staff of Computer Science department. Technical support is also provided by them for academic and co-curricular programmes in the form of arranging projector, sound, etc.

The excellent coordination between Management, Principal and the College staff on the various committees for academic and administrative planning has resulted in enhancement and strengthening of infrastructure for excellent academics, research, co and extracurricular activities.

The College has a dedicated team of teaching and non teaching staff who volunteer for the maintenance and optimal use of its infrastructure. The College committees provide valuable support through guidance and suggestions.

Principal regularly scrutinizes the Annual teaching plans, the Daily notes diaries, Practical logbooks, etc. maintained by the faculty, and feedback obtained from students. Based on this, he keeps track of academic progress and suggests improvement in academic facilities as and when required. Log books are used to record the practicals performed.

The suggestions by the faculty are also considered during the individual faculty interaction. Some departments also take feedback from the students about staff, facilities, etc.

To encourage and motivate the students, activities such as competitions, debate, extempore, exhibitions, science quiz, and Awards function are conducted to add to the academic strength of the students. Required facilities for the same are provided willingly by departments and Management.

Faculty enrichment workshops and training modules have proved to be highly effective in terms of skills

enhancement, effective use of modern technology, updating knowledge and presentation skills.

There is a judicious, prioritised and appropriate allocation of funds depending upon the thrust areas of planning and development in order to ensure overall growth of the institution towards excellence.

Normally at the end of the sessions the Heads of departments are informed by the principal to give a report on the working status of the equipment used in their departments. The equipments/ instruments are repaired by professionals and if necessary, replaced and kept ready for use before the commencement of the new academic session. Some of the members of the staff and laboratory assistants help with the maintenance of the equipment in their laboratory. Annual stock verification of chemicals and glassware are carried out. A stock register is kept in all departments to record all the laboratory facilities.

The HODs and the staff help the Librarian to purchase the latest edition of the books as per the requirement of the syllabi.

User orientation is given by the librarian in General Orientation program for the new entrants, where the information about the library facility and services is given.

Entry in library is permitted only with the ID card which is non-transferable. RFID tags are affixed to books for ease of access, issue and return. Library provides reprogaphy facility for question papers, etc. e-repository of resources has been initiated in the library. Weeding of old books, binding, pest control and other maintenance measures are undertaken periodically.

The college Physical Education department regularly maintains the various sports facilities and equipment available in the college. Games and sports equipment are checked before and after the practice. The Department also maintains cricket ground pitch, and carries out leveling of ground, watering, grass cutting of football, hockey, basketball and volleyball court. The gymnasium has modern equipments the maintenance of which is carried out from time to time. The Department monitors the maintenance of sports equipments and service of sports Facilities at least once a year. Under the annual stock checking, the Head of the Department checks gym and game equipments for safety purposes.

Sports and Games materials are purchased periodically according to the strength of the students.

Recently, the Archbishop Eugene D'Souza memorial football tournament has been initiated by the College.

Computer Science department has facilities to technically manage all the computers. Soft copies in the form of images of the operating systems of all computers are maintained separately in a hard disk for back-up purposes. This has resulted in saving the installation time in cases of failure. General maintenance of computers is voluntarily carried out by competent non-teaching staff of the Computer Science Department. Any major repairwork is carried out by professionals from outside the college.The college has regular voluntary technical support of M/S Pooja computers as a goodwill gesture. Other maintenance and repairs are carried out as per the requirement.

Many class rooms are equipped with LCD projectors.

Maintenance of the classrooms including furniture, doors, windows and routine cleaning are conducted.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document	

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 23.37

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
378	319	393	315	291

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.03

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
121	41	10	4	4

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 57.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
1345	1149	254	712	841

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

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 10.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	43	58	24	23

File Description	Document
Upload any additional information	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 54.49

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 358

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	2	0	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	2	0	1

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	3	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The student is the most important stakeholder in any educational institution and is the reason for its functioning. St. Francis De Sales College ensures engagement and participation of students in all Cells and associations. The College has constituted a Student Representative Council (SRC) named 'VIDYARTHI' for active participation of students in the academic & administrative bodies to empower the students in gaining leadership qualities, managerial and execution skills.

The executive committee of 'VIDYARTHI' is constituted as per the rules of the affiliating RTM Nagpur University. They are selected through nominations. The class topper is nominated as the representative of the class. The executive committee also constitutes one nominee each from the other cells constituted under IQAC where student participation is significant. These cells include SEVA, NCC, KREEDA, SRUJAN and SHAKTI. Executive committee members are selected from among nominees.

The 'VIDYARTHI' executive committee consists of the President, Vice-president, Secretary, Joint-Secretary, Treasurer, one University Representative and two Executive Members.

There is a seven member guidance and support team for VIDYARTHI including two Coordinators, three teacher members and two non-teacher members for the executive committee. VIDYARTHI members are entrusted with the responsibility of conduct of all major College events with general student participation.

The executive committee is accountable to the Principal and the IQAC.

Activities:

1. Independence Day and Republic Day are celebrated with active participation of students. The students not only compere the programme, but also present various songs, dances, skits, etc which showcases their patriotic fervour.
2. Teacher's Day is celebrated every year with cultural programs and an inspirational address by Principal. Students show their affection for teachers through various programmes centred upon the theme 'Teacher'.
3. The College Annual Day is conducted, and includes cultural programs to highlight the talents of the students in various fields. The Annual Cultural Events include Personality Contests, Music, Dance, Drama, Quiz and Debate competitions, and are organised, in association with SRUJAN.
4. An annual sports day is also organised in association with KREEDA with various indoor and outdoor sport events. Students as well as the teaching and non-teaching staff participate in the sports. Student-teacher matches are the highlight of the event.
5. Collegiate and Inter Collegiate Science exhibition and Arts exhibition are organised as part of Annual Day celebrations in association with JIGYASA and SRUJAN.
6. Members of VIDYARTHI ably coordinate the Annual medical and physical examination in association with KREEDA.
7. Other events and functions such as tree plantation, programmes under SEVA and PRAKRITI Cells, Unity Day and Constitution Day also see an active participation of students, under the leadership of VIDYARTHI.

Students are represented in various academic and administrative bodies and associations in the college. Students actively participate in the IQAC, VIDYARTHI, SRUJAN, SEVA, SHAKTI, KREEDA, ANTARANG, Economics and History association, Botanical Club, Zoology Association 'PEARLS', Chemical society, English literary Association, ABHYAS (Library cell), College magazine committee, and Alumni Association under the guidance of respective coordinators.

VIDYARTHI Cell was less active on campus in 2020-21 due to the COVID Pandemic, but enthusiastically participated in all online activities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 23.2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
42	18	10	22	24

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

St. Francis De Sales College Nagpur Alumni Association was in existence and working for a long time for the college. A resolution to formally register the St. Francis De Sales College Nagpur Alumni Association was passed in its Annual General Meeting held on 24th August 2019. The new Governing Body consisting of 7 members were elected. The members of the Governing Body elected for various posts are as were as follows:

President: Mr.Ashfaque Ali

Vice-President: Mr.MaheyshSharrma

Secretary: Mr.Abhishek Benedict

Treasurer: Mrs. Esmeralda Joseph

Member: Mr. Pradeep Malewar

Member: Mr. Ronald David

Member: Miss AsfaSarmadee

Registration of the Alumni Association:

The process of registration started by making byelaws for the association and collection of various documents required during the registration process. The final draft was submitted to the Charity

Commissioner Nagpur for further process. After several rounds of rectification and modification the draft was accepted by the Office of Charity Commissioner, Nagpur.

The Association got the registration certificate No. Nagpur / 0000211 / 2020 dated the 21st September 2020, from the Charity Commissioner, Nagpur.

Aims of the Alumni Association

The aims of St. Francis De Sales College Nagpur Alumni Association, are:

i. To encourage the members to take active interest in the activities and progress of the Alma Mater.

ii. To provide assistance for all round development of the College.

iii. To promote and encourage friendly relations among all the members of the Association.

iv. To provide career counselling to students of the College.

v. To establish scholarship programmes for needy and deserving students of the college.

Members of Alumni Association:

All the past students of the College who has studied at-least one academic year in the College are eligible to become members of the Association by filling up the application form and paying the membership fee of Rs 10/- (Rs Ten only).

Types of Members

There are four classes of members.

Patrons: The Founder of the Institution, the Chairman and.

Members of Saint Francis De Sales College Management and

the Principal of the College shall be Patrons of the Association.

Life Members: The outgoing students of the college are eligible

to become Life Members.

All previous Alumni Association members who by virtue of the

byelaws, automatically have become the members of the

Association.

Honorary Members: All former members of the teaching staff and those persons who have evidenced particular interest in the welfare of College and desire to associate themselves in the activities of

this association are eligible to become Honorary Members of the Association.

Associate Members: All members of the Current Teaching Staff

working in regular or temporary bases in the College who are

not alumni of College are Associate Members of the

Association.

Registered Members: The Alumni Association has 850 members, including about over 400 newly registered members since its Annual General Meeting held on 24 August 2019.

Alumni contribute to development of the institution through their

valuable feedback, guidance and counselling to students and

donations in cash or kind.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

S.F.S. College stands for excellence in academics and integrity of character. It aims to develop a scientific temperament for a caring, impartial and inclusive society.

MISSION

S.F.S. College aims to create and facilitate an environment for knowledge, research, skill, self-reliance and humanitarianism that propels the young to build a caring and sharing society. The College believes in truth, honesty and values and focuses on inculcating the same in students through quality education and skill development. The College admits students of all strata and imparts value education through various activities conducted throughout the year. It provides an ambience conducive for learning along with a thirst for knowledge and research. It develops life skills and builds up self reliance in its students. The faculty of the College is an added asset to the institutions who impart quality education among the students and bring about positive transformation among them by their deep knowledge of the finest pedagogies, education processes and methodologies. The College provides ample opportunities to students for participation in curricular and co-curricular activities which help them imbibe the finer qualities of tolerance, fair-mindedness, integrity and honesty. Their competitive spirit develops a sense of keenness, tapping their potentiality towards excellence.

PERSPECTIVE PLAN:

The college has a well defined perspective plan with short-term and long-term goals, comprising all aspects of College functioning such as Teaching and Learning, Research and Development, Community Engagement, Human Resource Planning and Infrastructure. Keeping this in mind, the management has decided to introduce new PG Courses, buy more computers, construct toilets on each floor, and renovate the canteen and the playground to enable better facilities for the students.

GOVERNANCE AND PARTICIPATION OF TEACHERS IN DECISION MAKING:

The Management always encourages the involvement of the staff in the quality assurance and enhancement process of the institution. Staff are involved in developmental activities of the College by being members of bodies such as IQAC, LMC, Staff Council, as HODs, or as Coordinators of Various Cells, Subject Associations, Students Council, etc. The Management gives enlightened leadership to the Principal and staff, who in turn lead the College for the fulfilment of the stated mission. The Management / Governing Council meet twice a year. Various committees are formed for smooth functioning of the College give feedback to the Principal who in turn briefs the Governing Council. The issues are discussed and final decisions are considered for implementation. The members of the Managing Committee are always accessible for any guidance required by the officials of the College.

The Management has been proactive in extending all guidance, support and cooperation after the outbreak of the COVID-19 pandemic. Webinars on various relevant issues have been encouraged and promoted by the Management. Management has also provided support of infrastructure for online teaching.

File Description	Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution functions on democratic principles through decentralisation and participative management. Various committees and cells, involving staff members and students are formed to carry out different academic, administrative, curricular and co-curricular activities. These committees hold periodic meetings to take decisions on different issues and activities. Administrative powers and responsibilities are delegated to teachers on the basis of their competence, commitment and aptitude to meet the institutional objectives.

The Management along with the College Development Council discuss and approves important administrative issues such as budget, admissions, results etc. IQAC is also an equally important body which looks after smooth functioning and quality enhancement of the college. Governing Council, and Staff Council also review the activities and necessary suggestions are made by them. Major decisions are taken by the Principal in consultation with Governing Council, CDC, IQAC and Staff Council.

Participative management is reflected through various cells formed under IQAC and committees for various purposes. All the cells / associations are governed by only the staff and students of the College. These cells look after the various curricular and extra-curricular activities held throughout the year in the college. Each cell is headed by a senior staff of the college and consists of other staff members: teaching and non-teaching, as well as student members in that session. Important cells like SHAKTI, JIGYASA, DAKSH, SEVA, PRAKRITI, VIDYARTHI SRUJAN, and SHIKHAR, have all been set up with well-defined objectives and functions, under the IQAC which are well publicized through the College calendar.

Apart from these cells there are various Subject Associations in various departments, which are managed wholly by the students. These associations ensure the all-round development of the students, not only in their respective subject through talks, lectures and other subject related activities but also provide a platform for honing their skills of management and leadership.

A Case Study:

VIDYARTHI or the Students' Representative Council is formed every year from among the students of the college. The toppers from each stream are selected for various posts like President, Vice President, Secretary, treasurer, etc. of the council. Apart from the class toppers, students are also selected from Cells such as SHAKTI, SRUJAN and SEVA, where there is more student participation. Such selection is based

on the overall personality of the student and his or her aptitude. The entire selection of VIDYARTHI takes place under the supervision of the Principal and Teacher Coordinators. Once VIDYARTHI is formed, it conducts all important college programs such as Independence Day, Teachers' Day, College Fete, Patron's Day, Republic Day, College Annual Day, College Annual Sports, etc. The Students' Body of VIDYARTHI decide the events and schedules of these programs and carry out selection of participating students under the overall supervision of the different teacher-in-charges. The Non-Teaching Staff are provided with an equal opportunity to participate in the events hosted by VIDYARTHI in the form of providing logistical advice and support for props, sound, lights, seating, etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College Management believes in setting up perspective plan for excellence in academic and infrastructural development. This is drawn in the form of long term and short term goals in different aspect of college functioning. These perspective plans are highlighted in the action. The IQAC decides the perspective plan which are to be approved of in the CDC (College Development Council) meetings. Keeping in mind the NAAC Peer Team 3rd Cycle recommendation, the IQAC setup the following goals which were approved of by the CDC and also documented as part of the AQARs of Academic sessions 2015-16 to 2019-20:

- To start new courses.
- To increase the number of computers.
- Construction of toilets for the ladies, gents, and physically handicapped on each floor of the old wing of the college.
- To construct a new college canteen.
- To make boys toilet block operational.
- Installation of solar energy panel.
- To increase the no of ICT teaching.
- To encourage the faculty for research work.
- To increase extension work.
- To connect the campus with Wi-Fi.
- To mobilise funds.

Activity:

Keeping in mind these goals the institution prioritised the need of starting new courses with relevance to current trends. This would help the college to become a reputed educational institution in central India and

offer an excellent academic growth for students.

Initiating the process:

In 2016 -17, the proposal for introducing the new courses was discussed in the IQAC meeting and then put forward to CDC for approval. The CDC, after minutely going through the proposal approved the same and gave permission to apply for M.Sc. courses in mathematics and physics, M.A. in English and B.Com. The proposal was made in accordance with the guide line of UGC and the affiliating university. The college thereafter duly forwarded the proposal to the RTM Nagpur University for approval and pursued the process. The RTM Nagpur University sanctioned the introduction of two new courses, M.SC Mathematics and M.Sc. Physics. These two courses were started in the session 2019 -20.

The programme outcome of these two courses is to produce good students with sound knowledge of the subjects who would become good researchers to raise the standard of the subjects.

Apart from this activity, the college has achieved most of the goals set by it in the action plan for example, increased the no of computers, construction of new canteen, solar energy generation, construction of toilets for ladies, gents and physically handicapped in the first, second and third floor of the old wing of the college, substantial increase in ICT teaching, Wi-Fi connection in the campus etc. Recently, there has been appreciable augmentation of infrastructure through funding from RUSA Maharashtra.

File Description	Document
strategic Plan and deployment documents on the website	<u>View Document</u>
Paste link for additional information	<u>View Document</u>

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organizational structure of the College has been developed in a manner that facilitates its smooth functioning. There is extensive delegation of work and responsibility under the benevolent supervision of the Management and the Principal. This not only engenders the freedom of expressing new thoughts and ideas, but also builds up a team spirit with a feeling of camaraderie.

The Governing Council of the College is the chief policy making body. The overall supervision of the College comes under its purview. The Management Council, during the meetings of the Governing Body, Local Management Committee/ College Development Council, keeps check on the various aspects of functioning of the College and ensures that the College is functioning in line with the broad policy and the vision and mission of the College. The Principal briefs the Management in detail about all these aspects. After review and discussion, it decides any required revisions or additions in the academic policy of the institution, keeping in view the national policies in higher education, existing priorities and local needs.

The institution carries out required follow up for sanction of filling up of vacant posts as per the available workload. Appointment of staff is done promptly as and when approval is received from the Government under service rules prescribed at the time of appointment by UGC and Government of Maharashtra. In addition, appointments of ad-hoc staff are made by Management for the non-grant courses being run in the College.

Suggestions of the NAAC peer teams in their accreditation and reaccreditation reports, along with regular feedback, obtained from the alumni, students, parents and faculty, constitute the foundation and provide the major inputs required for planning. These inputs are discussed and analyzed thoroughly by the Governing Council, the Principal, CDC, IQAC, Heads of Departments and when required, by the entire Staff Council.

The planning and infrastructural development is decided by the Head of the Institution in consultation with the Governing Council. This, though mainly based on the availability of funds from funding agencies such as UGC and RUSA, is carried out as per requirement with the support of the Management. Financial implications and possible hurdles are thoroughly looked into and taken care of before finalizing any plan. The smooth functioning of the College and maintenance of its infrastructure is therefore taken care of by wise and timely decisions of the Management.

The plans are then discussed by the respective committees, fine-tuned after consultation with concerned staff members or other stakeholders and then finalized. The Principal, Heads of Departments, in-charges of different Committees and Cells and office staff, work together for monitoring and the effective implementation of these policies.

The Library, under the overall supervision of the Librarian, caters to the learning needs of the students by procuring, processing and providing the latest books. The Library also provides support in the form of soft copies of question papers, e-repository of educational resources prepared by staff, and support in the form of NPTEL, e-books, e-journals, etc.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college has well-defined welfare measures for teaching and non-teaching staff members. The management looks into the welfare of its employees- both teaching and non-teaching, as they believe that overall development of the college depends on the welfare of its staff members. The non-monetary welfare measures include:

1. Leave is readily sanctioned to the staff members for their personal work.
2. Faculty members easily avail duty leave for attending Refresher Course, Orientation Program, seminars etc. They are also encouraged to publish research papers, write books, apply for research projects and apply for Ph.D. if they do not have at the time of appointment. All assistance related to research work is provided by the JIGYASA Cell.
3. Free Wi-Fi facility for the staff members in the campus.
4. The faculty members have dedicated cabins/ workspaces from where they can comfortably perform their duties.
5. Separate reading and computer space is available for staff in the library.
6. Separate parking space is available for the staff members.
7. Wards of staff members get priority in admission.
8. There is provision for appointment for the dependents of the non-teaching staff on compassionate grounds.
9. The College Management is easily approachable to the staff members.
10. The Management interacts informally with the staff on Inaugural Day, Patron's Day, Awards Day and on the occasion of farewell of the retiring staff, where they enquire about their problems and well- being.
11. C.C.TVs are installed at various important places of the college campus, security guards are deployed at the gate and parking place. This ensures a secure atmosphere for the staff.
12. Water coolers for safe drinking water in each floor.
13. There are separate wash room facilities available on all floors of the College for staff members.
14. Canteen facility is available.

Financial:

The College has adopted several welfare measures for staff from time to time; especially for their financial welfare. Whenever new staff (Teaching & Non-teaching) is appointed, their regular salary starts in 3-4 months. During these 3-4 months period, the institution provides advance to them, if requested, against the salary due.

Generally, every year, in the month of March, salaries are delayed, sometimes for over more than a month due to financial closing at government level. To tide over such difficult patches, the College shows commitment to give advances to the non-teaching staff members.

The College has a Credit Co-operative society which is fully managed by the college employees. It provides regular loan of Rs 300,000/- which is usually sanctioned within 10 days, and emergent loan of Rs.20,000/- which is sanctioned within 2 days to the applicant members of the society. The funds in this society have grown considerably to the tune of Rs. 65 lakhs and so far, about 92% of the staff have availed this loan facility for 1.4 crore.

The Management and College Cooperative Society each give a token amount of Rs.10,000 to any retiring staff member as appreciation of service done for the college.

Institution has been active in taking feedback from staff through COVID helpline and providing assistance.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 2.65

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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	2

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 2.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	2	2

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 27.77

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	4	1	4

File Description	Document
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

As per the direction of UGC and Joint Directorate (J.D.) Higher Education, Government of Maharashtra, the Institution has a performance appraisal system for teaching staff. Every teaching staff member has to fill in the format for PBAS (Performance Based Appraisal System) which are submitted to the Principal. Apart from that, Annual Proformas are submitted by the individual staff, HODs, Librarian, Office staff and Cell in charges to the IQAC which help in collation and cross checking of the information.

For the purpose of Career Advancement under CAS, PBAS formats submitted to the Principal at the end of every academic session are forwarded to an Internal Scrutiny Committee appointed by the Principal for the purpose. After their approval, Principal verifies the PBAS proformas which is then forwarded to Joint

Directorate of Higher Education and the affiliating RTM Nagpur University for consideration of promotion to higher grade.

Every year teaching and non- teaching staff have to mandatorily fill in self-assessment for Confidential Reports. This is assessed on the basis of punctuality, efficiency, timely delivery of services, percentage of assigned work completed, percentage of syllabus completed and involvement of college activities. HODs of various departments give their remarks on the CR, which is then forwarded to Principal.

In addition, performance assessment is also done through feedbacks, taken in the offline mode at the end of every academic session from students on

1. Performance of the teachers
2. Punctuality of teachers
3. Availability of teachers to the students
4. Teacher-Student relation and on many other parameters.

Scores are assigned on the basis of the feedback by the principal on a Three Point Scale. Feedback analysis is done by the SHIKHAR CELL. Feedback scores are shared by the Principal with individual teachers/ HODs to address any issues raised and to give the staff an opportunity to improve his/her pedagogical quality.

Book for Daily Notes is another appraisal mechanism of the daily activity of the faculty during college hours. Each member of the faculty is given the book at the beginning of the session in which all the details of the classes engaged, casual leave and duty leave taken by them, dates of unit tests, assignments submission, guest lectures, study tour and other details are noted down. This Daily Notes Book is submitted to the principal with the signature of the HOD at the end of every month where both the HOD and the Principal can get an overview of the concerned teacher's performance.

The IQAC, through an Internal Audit Committee conducts Administrative and Academic Audit. This is done to review the performance of all the departments and office administration on various parameters. The final report is submitted to the Principal, who communicates the report to the Management. After the evaluation of the report by the Management, it is communicated to respective department for improving shortcomings.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit starts at individual level when the faculty members fill in self-assessment for CR and PBAS. Further, the Heads of departments carry out internal audit of their respective departments through reviews during monthly review of daily notes, in departmental meetings and by annual verification of departmental library books and stocks of chemicals, glassware, etc. Records are maintained at departmental level in the form of daily notes diaries, minutes of meetings, Library register and stock books.

Every year, the **Internal Financial Audit** of the college account is done by a Chartered Accountant, retained by the college, where Income and Expenditure Statement and Balance sheet are prepared by the CA. These help in review of funds, planning and preparing budget of the next financial year. The last Internal Financial Audit of the college was carried out by the Chartered Accountant in September 2021.

The **External Financial Audit** is conducted by the State Government through the Joint Director of Higher Education, Nagpur. The Annual Audit Report by the Joint Director ensures proper utilization of finances within the framework of rules and regulations prescribed by statutory authorities, correction in of accounts according to compliances to audit objections and maintaining required records as per rules. The last Financial Audit by the Joint Director of Higher Education, Nagpur was carried out in May 2018.

Audit is also carried out periodically by the **Office of the Accountant General**, especially to audit proper utilization of grants received from Government bodies such as UGC, RUSA, etc. The recent audit conducted by AG was in March 2020.

Accounts for the examinations conducted in the College on behalf of the RTM Nagpur University are also audited with respect to funds received and utilized, first by the Principal, who then forwards this account to RTM Nagpur University for further audit.

In case of UGC grants, an account is prepared in the required format on completion of the sanctioned project, seminar, workshop, conference, etc and is audited by the Chartered Accountant who certifies utilization of funds, and then submitted to the UGC. A no-objection certificate is received after settlement of accounts.

Audit objections, if any, in case of all the above audits are complied with promptly by the Accounts section of the College, and the Chartered Accountant is also consulted whenever required.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

St. Francis De Sales College has its own mechanism of mobilization of funds and their optimal utilization. The main sources of funds, apart from the Government are various Non-Governmental organizations, the College Management, generous philanthropists from among Parents, alumni, staff, and the society in general.

Funds from Government include salary of staff, different scholarships for students deemed eligible by the Social Welfare Department of the State Government, University Grants Commission which sanctions funds for projects, for conducting seminars, conferences, etc., funds under UGC XII Plan and funds from RUSA for various academic and infrastructural development purposes.

Funds from other sources include donations from NGOs, alumni, and parents. The retiring staff members donate funds for endowments in the form of Gold Medals for toppers in the final year university examination. Other sources include rent from college playground, rent for making the college available as Centre for holding different competitive examinations, etc.

At the beginning of every financial year, requirements of the College Office, all the departments, Library and various cells are submitted to the principal. These include needs for Chemicals, new equipment, instruments, books, journals, stationary etc. and for maintenance of existing infrastructure. A review of the funds available is carried out. The Principal then calls a meeting of all HODs, Librarian, Office Superintendent, coordinators of various cells and IQAC to decide and judiciously allocate funds. Other stakeholders are involved, as and when required. A budget is prepared taking into consideration the various requirements and presented before the College Development Council for discussion and approval. Once the budget is approved, the funds are disbursed.

In case of special grants or funds received from funding agencies such as the UGC, Committees are formed for monitoring the proper utilization of grants as per guidelines of the funding agency. Expenditure from such funds is always audited by the Chartered Accountant as per norms.

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Donations are solicited from members of alumni, parents and notable philanthropists, using personal contacts of senior staff members. This helps in bringing funds into the College either in direct form, or sometimes as donations in kind. For co and extracurricular activities, where expenditure is involved, advance is given to the respective coordinators, and the expenditure is duly accounted for by them for adjustment under the relevant head of account.

Some funds received from NGOs such as IISR, New Delhi and certain philanthropists with a definite purpose of conduct of particular developmental activities of students, scholarships, etc.

The College staff is also on the forefront of creation of fund by voluntarily and generously donating to the Students' Aid Fund.

Funds for conduct of examination are handed over to the staff member in charge of the examinations for proper conduct of exams through judicious management. Accounts of the examinations are submitted as per norms.

The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and spent are audited by Chartered Accountant.

6.5 Internal Quality Assurance System

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

Response:

IQAC, at the beginning of every academic year IQAC frames an action plan published in the academic calendar and ensures its proper implementation in the form of various activities, programs and visits resulting in academic and overall development of the students.

Quality assurance strategies and best practices to be institutionalized are discussed in the IQAC meetings and decisions taken are communicated to the staff members by the Principal. The IQAC has prescribed guidelines of activities to be performed annually by Departments, Cells, Library, Office, Sports department, Hostels, and staff members.

Collecting information about all aspects of functioning of the College is carried out through proformas, responses to which provide exhaustive information helpful in monitoring and compilation of reports to be submitted to various bodies such as NAAC, Government, University, RUSA, UGC, etc.

Reports of activities conducted are also forwarded to IQAC through Principal. Further, IQAC submits its own report annually to the Principal, which helps in introspection upon the plan of action decided and actual targets achieved.

IQAC arranges talks on NAAC accreditation, IPR, etc, for enhancing quality of the staff.

Students' Orientation Programme:

At the beginning of every academic session, Students' Orientation Programme is held, attended by all the faculty members and freshers. Address by the Principal is followed by explanation of the examination system, question pattern, internal examination of the college, allotment of internal marks, etc. by faculty members. Coordinators of different Cells especially Anti- ragging Cell and Internal Complaint Cell against Sexual Harassment, speak about their objectives and activities. The Librarian details all the available resources in the library for examinations as well as general reading. This is followed by a tour given to familiarize with different departments premises of the college. They are made aware of Program outcomes and program specific outcomes to make them aware of expectations from them. Information is given about NCC, NSS and sports.

The program has been held online from 2020-21 due to COVID pandemic.

Bal Mela:

St. Francis de Sales college in collaboration with Indian Centre for Integrated Development (ICID) have jointly been organizing Bal Mela (Children Festival) for last two years 2018-19 and 2019-20. In 2018-19 it was in the College Auditorium and in Fr. C.J. Sebastian Hall, Seminary Hills Nagpur. More than 600 children from the deprived sections of the society participated in this program to have fun, share knowledge and have a feel of togetherness. The children come from target areas Bhandewadi, Satrapur, Hazari Pahad, Gittikhadan etc. It could not be held in 2020-21 due to the pandemic.

The program of Bal Mela includes various cultural events, games, competition, breakfast and lunch. Pictorial informative stalls are set up in the college ground to make them aware of hygiene, food habit, yoga etc. Staff and student volunteers from the college act as organizers, team leaders and also ensure discipline. After the program, children are dropped to their respective homes by buses arranged by the organisers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The College has undergone the 2nd and 3rd cycles of accreditation in 2009 and 2015. Review of the various processes has been based mainly on their Peer Team Reports, whose salient features include starting of new courses, increase in infrastructure, increase in the number of computers, increase in the use of ICT for teaching learning, and increase in the number of co curricular and extracurricular activities.

IQAC identifies need of improvement towards teaching-learning, either by addition of infrastructure or by conduct of new activities on the basis of the recommendations and through discussions about new needs. These are put together in a plan of action decided at the end of the previous session and further refined at the beginning of the new session for systematic implementation. Specific formats have been prepared by IQAC to collect information from various individuals, heads of Departments, Cells, College office, Library and Hostels. Based on these reports, incremental improvement in quality is identified, and lacunae, if any, are addressed in a timely manner.

The College administration and Management supports incremental increase in the infrastructure by addition of rooms, furniture, equipment and ICT resources.

Various cells have been formed under IQAC considering responsibilities in different spheres of activity for fulfillment of these objectives. These cells conduct activities as per schedule decided at the beginning of the session, and submit report of the same in a format prescribed by the IQAC.

Further, the teaching staff members on IQAC members have generously and voluntarily accepted the responsibility of each of the seven criteria under the quality indicator framework prescribed by NAAC. Information relevant to these criteria is collected and collated by these respective criterion coordinators. Other staff members who are not part of the IQAC are also identified by IQAC to assist them in their work.

Example 1: Increase in the number of Computers.

The number of computers has seen a steady increase over the past five years, in line with the peer team recommendations. From 126 in 2015-16, they have increased through the succeeding years to 211 in 2020-21. These have helped tremendously in increase in the use of ICT by both staff as well as the students. Teachers were encouraged for preparing e-content of educational resources. Use of LCD projectors for teaching with the aid of Power Point presentations increased. This proved to be a boon in disguise when teachers were left with the only option of teaching online at the outbreak of the COVID-19 pandemic.

Example 2: Increase in placements:

Despite the peer team recommendations of increase in student placement, the institution, due to fluctuation in employment sector, could not get any student placed in 2015-16. The placement Cell, UDAAN was encouraged by IQAC to become more proactive, as a result of which placements saw a rise through 23 in 2016-17, 46 in 2017-18, to 63 in 2018-19. There could be only 41 placements in 2019-20 due to the outbreak of the COVID-19 pandemic before the schedule of placements by different employers was completed.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

  1.**Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed**

and used for improvements

2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

A special cell dedicated for welfare of girl students, 'SHAKTI' has been constituted under the IQAC for taking care of gender sensitization, empowerment of women and prevention of discrimination and sexual harassment. SHAKTI carries out activities throughout the year aimed at promotion of gender equity and gender sensitization. These activities include talks by experts on gender equity, rights of women, legal ramifications of discrimination, self-defense, etc. The Cell further takes care of redressal of any complaint received related to sexual harassment or discrimination, in association with the grievance redressal cell, DAKSH.

Counselling: The complete staff of the College, especially the women staff members, are proactive in ensuring that the rights of women are protected, and that there is no discrimination against women in any sphere of activity. Counseling is provided to the women students by the women staff in general. In addition, there is a separate Cell DISHA constituted under the IQAC, which takes care of mentoring of all students including the women students, and looks into academic as well as personal counseling of students through the mentors.

Safety and Security: Care is taken by the institution that safety and security of all the students and their belongings, especially women in ensured. There is round the clock security at the College main entrance, where entry into the premises is monitored. Students are allowed to enter on the basis of their Identity cards, whereas outsiders require permission to enter.

Common Room: There is provision of a separate Girls' Common Room, where women students can visit during their free time. There are wash rooms dedicated to women students and staff attached to the Girls' Common Room. There is a sanitary napkin vending machine provided for use by girl students. Similarly, there is a sanitary napkin disposal machine. A female attendant looks after various needs of the Girls' Common Room.

There is active participation of girl students in co-curricular activities. Gender equality is portrayed through various activities. The SHAKTI Cell organizes programs to promote gender equity. These include talks by eminent and renowned speakers on varied topics such as Health and Hygiene of Young Girls Developing Psychological and Mental Strength of the Girl Students, etc. on the inauguration of SHAKTI, awareness programs such as laws against discrimination and breast cancer, as well as activities throughout the year such as workshops, debate competitions, presentation competitions, on women related issues, book displays, etc. where students, both men and women alike, get an opportunity to participate.

Initiatives of the Government such as '*Beti Bachao Beti Padhao*' are also enthusiastically implemented through such programs and talks.

In the five year period of 2016 to 2021, 21 such initiatives, including 12 talks, 4 debates and competitions, and 5 awareness programs were held.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

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:

The most commonly generated and voluminous solid waste on the campus is leaf litter, which is generated by the deciduous trees on the campus, the College being located in a forest area. The litter is allowed to decompose where it lies to maintain or enrich the soil quality.

The hazards of pollution resulting from waste, as well as the difficulties in waste disposal are impressed upon the minds of the students from time to time during talks on environment conservation. As such, they are encouraged to create the least amount of waste, and to properly dispose whatever waste may be generated.

Anthropogenic solid waste, such as wrappers, pieces of paper, used masks, empty and crushed drinking water bottles, sweepings, etc. generated routinely, is first collected in dust bins placed at several conspicuous and strategic locations. It is then collected at one place, from where it is taken away periodically by the waste collection agency of the municipal body.

Other solid waste such as cardboard, paper and glass, is collected at the semester end and sold to scrap vendors. The proceeds of the sale are added to the revenue generated by the College.

Wastes from wash rooms are directed to the underground septic tank on the campus. No other biodegradable waste is generated on the campus in any appreciable quantity.

Waste effluents from laboratories are directed into separate underground tanks constructed for the purpose and prevented from escaping into the environment.

Sanitary napkins are disposed of by use of a special incinerator machine in the Girls' Common Room. As such, no other biomedical waste is generated.

E-waste generated by the Computer Science laboratories is sold periodically if not usable or reparable and depending on its quantity, to scrap dealers who deal especially in e-waste, for safe recycling.

File Description	Document
Any other relevant information	[View Document]

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: E. None of the above

File Description	Document
Link for any other relevant information	[View Document]

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Certification by the auditing agency	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

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 other diversities (within 500 words).

Response:

The institution is managed by the Roman catholic minority of the Archdiocese of Nagpur. The broad aim of the institution is to provide an affordable and quality education to all strata of the society irrespective of Language, Caste and Creed in line with its Vision, Mission and Objectives. These are reflected in the College motto 'Truth and Love', the College crest, the College Flag, and the College Anthem. The College caters to diverse needs, in tune with the National Policy of Higher Education. It focuses on personal development of the students and staff by equipping them with various skills and contributes to National development. The College has students from all over India. The teachers too, belong to different states of the country. This makes the environment inclusive and tolerant towards cultural, regional, linguistic, communal, socio-economic and other diversities.

Information on all these aspects is mentioned in detail in the College Calendar and prospectus for information of students.

On the socio-economic front, the College, through the Student Aid fund and the Dr. S.P. Landge Memorial Scholarship instituted by the teachers, provides monetary assistance and ensures that economically backward students are not deprived of education due to financial constraints.

The ANTARANG Cell, constituted under the IQAC of the College, further takes initiative in providing inclusive environment to all the stakeholders in general and the students in particular, not only by conducting talks on the importance of various festivals of different communities and cultures, but also actually observing them. This helps in inculcation among students of tolerance for, and harmony with diversities of culture, region, languages, etc. Students involved in these activities belong to all socio-economic strata.

Further, the practice of having a prescribed uniform for students helps to bridge any gap that may arise out of socioeconomic or other diversities.

Unity Day is observed every year with taking of the pledge and various programmes such as competitions, book displays, etc.

During the ongoing COVID-19 pandemic, webinars on Rashtriya Ekta Diwas were conducted by prominent resource persons where issues of contemporary importance related to unity were discussed online through talks of the resource persons and their interaction with participants. Also, various quizzes,

competitions, biographic screenings, etc were held in individual classes using the Google classrooms platform.

These online programs received a good response.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Students as well as employees of the institution are made aware of their constitutional rights and obligations through the vision and mission of the College which encourages them to become good citizens. The Independence Day and Republic day are celebrated with great fervour and enthusiasm which engenders a feeling of enthusiasm and national pride among the staff and students. Moreover, various activities and events such as Unity Day and Constitution Day are held to spread awareness. Talks on rights and duties of citizens as voters are held.

Staff of the College regularly participates in election duty. Further, staff members on deputation to election officer lend a ready assistance in voter registration, changes required in election cards, etc. A two week special voter registration drive was conducted in 2019-20 under Lokshahi Pandharwada where students were given assistance by the staff members to register as voters.

The preamble to the constitution is read and repeated by all in the National programmes. Constitution Day is celebrated.

Swachhata pledge is taken, where each person pledges to spread the message of cleanliness. Swachhata Day and week are observed to inculcate the feeling of responsibility and habit towards keeping the surroundings clean. Swachhata Pakhwada was observed in 2020 under the Swaccha Bharat Abhiyan.

Programmes for awareness also include activities on vigilance awareness. Vigilance awareness week is celebrated in the last week of October every year, along with essay and debate competitions which brought out the readiness of students to combat, fight and tackle corruption in various ways.

Responsibility as citizens is also inculcated in students through various extension activities, especially by the NSS cell SEVA, where students experience actual practice of their duties as responsible citizens and through philanthropic activities for the community, such as Bal Mela, held for two consecutive years, 2018 and 2019.

Programmes in tune with responsible behaviour towards advances in technology are also held. Three Day International Conference & Symposium on "Technology and Law in Cybersecurity: Contemporary Challenges and Solutions was held from 26.8.2021-28.8.2021.

The College campus was provided to the District Election Officer as a Distribution and Collection centre during the Legislative Assembly elections held in 2019. All staff members cooperated in the venture whole heartedly.

The institution has been unstinted in imparting constitutional values to its students, other stakeholders and the public in general, through organising online extension activities to further values that would help in making students into responsible citizens. Some such activities carried out during the pandemic include Webinar on protection of freedom with responsibility, talks by experts and online competitions for students.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Various National and international commemorative days are observed/ celebrated in the institution. The Independence Day and Republic Day events are marked after the Flag hoisting, by speeches by staff and Principal for enhancing and recapitulating the National pride in staff and students. The preamble to the Constitution is read out and repeated by all present. There are also a series of cultural events including dance, skits and songs which reflect our national pride and pave way for introspection and realisation of our obligation towards this wonderful nation.

Other commemorative days such as Patron's day, Teachers' Day, various days celebrated or observed for environmental causes, disease awareness, vigilance, remembrance of martyrs, honouring languages, culture, etc. are also celebrated.

Yoga, an ancient practice followed in India, keeps the mind and body of a person healthy and fit. It brings about a sense of personal discipline and well being. Yoga day, celebrated worldwide now, is also celebrated with great enthusiasm in the College. Expert and regular practitioners of Yoga are invited to demonstrate various Aasans in Yoga and explain their benefit to the mind and body. There is participation of Staff as well as students in this event. This also strengthens the bonds of togetherness, camaraderie and fraternity among all who participate from a common platform for the event. Many members of staff and students have begun to regularly practice Yoga as a result of this event.

Observation of Unity day engenders in the staff and students a feeling of Unity and National cohesiveness. It reiterates the hardships undertaken by our great leaders, especially Sardar Vallabhbhai Patel, for the formation of an India as a cohesive entity and tells them the importance of unity.

Pledge ceremonies, Book exhibitions, talks and poster competitions and exhibitions are organised as additions to these activities. These motivate the students to bring out their creativity, further fostering their feeling of National pride.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I

Title of the practice:

AWARDS TO STUDENTS

Objectives of the Practice:

The main objective of the practice is to create an atmosphere of healthy competition among students. Hard working and consistent students in various spheres- overall development, academics or sports, tend to turn out into leading performers. These students need to be recognized for their performance, not only by their teachers and peers, but also on a wider platform- the complete College. Such appreciation leads to the realization of the importance of hard work, not only among the awardees, but also among the other students. Appreciation and incentive are thus the two keystones of this practice inculcating the value of diligence.

The Context:

A teacher derives immense joy out of the success of the students. This not only reflects the achievement of the student himself or herself, but also the effort put in by the respective teacher in recognizing and honing the potential of the student. Sometimes, students tend to fall into a state of academic disinterest, lethargy and inactivity, and are seen to move toward other distractions typical of youth. It has been, and will always be the firm opinion of teachers that students be kept on their toes in their quest. Teachers attempt to this by providing the best through systematic guidance in academics, sports and general personality development, which they supplement with timely incentives. The practice has been therefore envisioned and aptly designed by all senior teachers, especially those on the verge of retirement, so that they continue to contribute to the success of students for posterity.

The Practice:

Various awards are instituted by serving staff members in the name of their parents, or by retiring or retired staff members in their own names. This is done by contributing a lump sum donation to the College, which is held as a fixed deposit in the name of the Principal by the S.S.S. College Employees Credit Cooperative Society. The interest accrued upon the deposit is used for giving the awards, which are in the form of gold and silver medals.

A Screening Committee, under the SHIKHAR Cell of the IQAC, deliberates upon the performance of the students in their overall development, academics and sports. Students achieving highest marks from among their peers in the University examination are considered eligible for the awards from the academic sphere. In sports, awards are given to outstanding sports persons. The award of greatest attraction is that for the best outgoing student, who 'best represents the spirit of the SFS College'. This student is chosen by the screening committee and generally the selection is vetted by the Staff Council. A trophy is accordingly awarded to the best student every year.

The Award Committee further plans the Annual Awards Day function, with active participation by students, especially the members of the VIDYARTHI Cell of the IQAC. The Chairman of the College and other members of College Management make it a point to be present to applaud the performance of students. All College students are present for the function to cheer the achievement of their peers.

Awards instituted by donors are generally for final year students. The College, therefore, on its own, gives away awards as incentives and encouragement to the best performers of lower classes. All donors are invited by the Principal and the Awards Committee for the Annual Awards, Day function. Also invited are the proud parents and guardians of the awardees. The donors give away the awards instituted by them, and interact with the Management, awardees, parents, students and the currently working staff. This way, the

donors, who are former teachers, stay in touch with the institution as well as younger teachers in their subjects, and time and again, give their much sought after and valuable advice, born out of their nostalgia and their vast experience in teaching. This always goes a long way in the betterment of staff and students.

Evidence of Success:

The awards are publicized not only through the Academic Calendar given to the students every year, but also by the teachers, in course of their regular delivery of the curriculum. The target is thus set for the high performers to win the award. Students feel encouraged to compete for the top position and excel in studies. It is seen that the students themselves come forward and seek the guidance of their mentors and teachers in their quest for the award.

Achievements of the students are not reflected only in the Awards in the College, but as winners of many accolades in Intercollegiate and University events. Many students regularly feature in the University Merit lists.

Every student feels that he or he should also be one day awarded as the best outgoing student. Every student thus tries to participate in multiple activities and be on the forefront, creating a healthy spirit of competition, benevolently overseen by mentors, teachers and Cell coordinators. Shy students have been seen to become active, outspoken and bold leaders through their tenure in College. The function is held in the spacious College Auditorium, which is always full to its capacity for this programme.

Problems Encountered and Resources Required:

No major obstacles have ever been faced in the implementation of this best practice, which has been in vogue for the past many years, and has been going on in a smooth, efficient and well- planned manner. For this practice, the funds required for purchase of medals are the only material resources required.

However, much goes into the Awards Day function through the tireless efforts of the Awards committee and student volunteers. Expenditure for the other non-instituted awards, and for conduct of the function itself, is borne by the College through a budgeted amount earmarked for the purpose. In spite of this, if there is a shortfall in funds, it is met through benevolent contribution of the Management.

Best Practice II

Title of the practice:

ORIENTATION OF NEW STUDENTS

Objectives of the Practice:

New students who have taken admission to various programmes in the College need to be familiarised with the College, its Motto, Vision, Mission, facilities, rules, discipline, etc. They also need to be briefed about the Semester examination pattern followed by the RTM Nagpur University for its different programmes, and the internal assessment methodology adopted by the institution. The practice also seeks to familiarize every student with the peers as well as the College staff- Principal, Teaching and non-teaching staff, etc. It

seeks to make them aware of the location and utility of various facilities offered by the institution.

The Context:

The practice is meant to serve as an 'ice breaking' exercise by the College serves to make the students feel comfortable in their new surroundings.

Students admitted to the undergraduate programmes in the College come from varied backgrounds. They are admitted after passing the +2 or HSSC Examination from different Boards, which have own patterns of examination. They are students from different mediums of instruction, including English, Hindi and Marathi. Further, their earlier education is from various Junior Colleges, which have their own set of rules, regulations, values and ways of functioning. The practice has been pioneered by the institution for more than the last five years by holding a special Orientation Programme and affiliating University has introduced this practice as late as 2018 as '*Deeksharambh*'. The programme serves to introduce them to the essence of the institution through a warm welcome by the Principal, staff and coordinators of Cells.

The Practice:

New admissions generally begin after the declaration of HSSC. Classes too, begin soon after sufficient admissions are completed, and various subject teachers begin to orient their students on a smaller scale by conducting bridge courses. This serves to orient the new students to their subject and subject teachers, but they remain unfamiliar with other new entrants, office staff and facilities. Keeping this in view, a day is designated to hold a special Orientation Program, which is held in the College Auditorium to accommodate the large number of new entrants. Students are informed through notices as well as through social media groups, if formed till then, about the Orientation Programme.

Logistics in the form of seating arrangement, podium, sound system and projection system are reviewed and kept in place in advance.

The Program begins with an address by the Principal, who welcomes them on behalf of the College. A senior and experienced faculty member then explains with the help of Power Point presentation, the examination system followed by the affiliating University for the different programmes, and warns them against pitfalls in the carry through or 'Allowed to Keep Term' facility provided by the University. This teacher also explains the internal assessment system in the College- the Unit Tests and Preliminary examinations, and goes on to explain the internal assessment methodology followed for submission of marks to the University.

Students are made aware of Program outcomes and program specific outcomes to make them aware of expectations of the College from them. They are briefed about the various Cells functioning in the College to guide them toward their personality development through co-curricular and extra-curricular activities by these cells. They are also briefed about keeping in touch with scheduled activities, circulars, time tables etc. through the College website and the College Calendar.

Coordinators of different Cells take turns to speak about speak about their objectives and activities. Anxieties of the students are laid to rest especially by the coordinators of the Anti- ragging Cell and the Internal Complaint Cell against Sexual Harassment. Information is provided by the respective in-charges for enrolment in NCC or NSS and the benefits from these. They are briefed about importance of participation in sports. The Librarian provides details all the available resources in the library for general

reading as well as examinations. This is followed by a tour given to familiarize with different departments premises of the college.

Evidence of Success:

The comfort levels of the new students see evident improvement through this practice. They are seen to adjust well with the routine of the institution much faster and easily. The values of discipline are imbibed early into them, when they become well versed with the etiquette expected of them, when interacting with teachers, non-teaching staff and peers. There is ease of movement to classes, and to the library and College canteen during intervals since they are now acquainted with the surroundings. They become aware of various schedules and deadlines, both academic and extra-curricular, and actively seek out the Cell in-charges for enrolment and participation in spheres of their interest and expertise. This is especially so where enrolments, such as in the National level organizations viz. NCC and NSS, are time bound. The points touched upon by various speakers during the Orientation programme also serve to give them the required Dos and DON'Ts along with the other necessary information. Students not only become familiar with their peers, but also become acquainted with senior students. In the past five years, there have been no instances of ragging or sexual harassment, which is the best pointer towards the success of the Practice.

Problems Encountered and Resources Required:

The key to the success of the Orientation programme lies in the ability to target the maximum possible number of new students. However, the admissions process continues late into the first semester, with revisions in the admission process and number of seats from the Government and University, which may further be complicated if there are outstanding legal issues on the state or national level. When the new students cannot be accommodated in a common time slot, Orientation Programmes have to be held separately for different programmes, which not only tends to becomes repetitive for the faculty, but also involves setting up of the required arrangements a multiple number of times. Late entrants invariably miss the Orientation Programme and find it more difficult to adjust. They have to be instructed separately on all fronts by their subject teachers, mentors and peers. No major resources, especially on a monetary front, are required.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

St. Francis De Sales College was founded in 1956 by the great visionary Archbishop Eugene D' Souza.

Possessing wonderful foresight, he laid the foundation of an academic journey which has achieved milestones since its inception. Following the motto of 'Truth and Love', the very words of our Patron Saint, St. Francis De Sales, the College has been carefully nurturing the legacy of values and ideas of the founder over the past 64 years. Under the Archdiocese of Nagpur, the College is managed by the S.F.S. College Society, whose members are priests with impeccable morals and principles, which ensures transparency in its dealings and a fair delegation of powers and responsibilities to its stakeholders, mainly the teaching staff and students.

The serene, sylvan surroundings provide the College with excellent positive and conducive academic ambiance. The college plays an all-encompassing role in the all-round development of the students with its disciplined work culture coupled with a vibrant learning atmosphere. Emphasizing on regular teaching of the syllabi prescribed by the affiliating R.T.M. Nagpur University, along with conduct of other student centric activities, the college is dedicated to positively influence and impact the students to grow progressively as better citizens of modern India.

SFS College though recognized as a Roman Catholic Christian minority institution welcomes all, with the teachers as well as students representing the manifold cross sections of our diverse populace, from all over India. Catering to a wide spectrum of students belonging to heterogeneous backgrounds including those coming from other minorities as well as marginalized sections of the society, the College has over the years gained a reputation of being one of the iconic institutions in Central India.

The institution has undergone accreditation by NAAC in 2004, and further worked tirelessly on improving on all spheres of providing excellent learning environment, empowering and transforming the young adults which is reflected in the reaccreditation cycles in 2009 and 2015, scoring A grade and a CGPA of 3.14 and 3.23 respectively. The institution also seeks to undergo further improvement and introspection through applying for CPE and NIRF, both of which help in our attempts at the enhancement of quality.

The College has one of the best infrastructures catering to academics, sports, co-curricular development and research which are reflective of its growth and evolution as an institution. The completely automated College Library houses a rich collection of educational resources for the use of students and staff alike. The sports department is involved throughout the year in encouraging student participation in collegiate, intercollegiate and university level sports events. Many students have brought laurels to the institution through their active participation in sports.

The staff and students can access the Network resource centres and internet facilities which assist in the use of technology and modern methods of teaching to supplement the traditional ones. This also helps them to stay in tune with today's rapidly evolving world by following contemporary as well as futuristic practices in academics, sports, co- and extra-curricular activities with active and enthusiastic participation of our students. Teachers have wholeheartedly taken to the use of ICT which has facilitated a modern learning approach for teaching, learning and evaluation as has been evinced since the outbreak of the COVID-19 pandemic.

With stated Program Outcomes, Program Specific Outcomes and Course Outcomes, our focus on the development of students has become a well-defined one. The institution thus has adopted a three pronged approach- academics, sports and extra-curricular activity, in order to achieve these outcomes.

The College has been consistent in keeping a high success rate in almost all examinations as compared to University results during past five years.

The development of personality of each student is sought to be realised by inculcating in them positive attitude, leadership qualities, spirit of oneness, sportsmanship and self-awareness. Generation of a learner-centred environment which is brought about by the students' responsible and active participation in planning, collaborating, executing and managing a plethora of student-centric and scholastic activities-such as guest lectures, industrial visits, workshops and training programmes, cultural activities- conferences, debates, competitions, teachers' day celebrations, celebration of National festivals as well as the annual day event in the extracurricular sphere, including participation in sports events, matches at different levels, organising of intercollegiate events such as the Late Eugene D'Souza memorial football tournament, and the Annual sports event of the college.

Making our institutional website dynamic has taken us a step forward in reaching out to our stakeholders-students, parents, alumni and employers alike in a progressive way.

Funding from agencies such as RUSA has augmented our infrastructure and has given added wings to the institution to reach greater heights. It has widened the scope of teaching through increased classroom space, added ICT facilities, better networking and additional laboratory equipment. There is a continuous quest for being a College with Potential for Excellence.

Employability of graduating students has seen a rise through the efforts of the UDAAN Cell, and increased opportunities in the developing MIHAN (Multimodal International Hub and Airport at Nagpur). The institution endeavours to establish a networking with Industries, Alumni and Parents for using the same for better guidance / coaching and placements of students. The institution has also focused upon applying for career oriented / vocational courses for enhancing the employability of students.

The institution also caters to furthering the academic interests of those graduates inclined towards higher studies. In the past five years, two new post-graduate programs in Mathematics and Physics have been added to the existing programs of Biotechnology and Chemistry. Further additions are envisaged with the institution having applied for another post graduate program, M.A. in English and a graduate program B.B.A., in Commerce. The institution is a recognized Research Centre and provides excellent and modern facilities with the help of its academically competent staff and through linkages for fostering collaborative research.

The area of priority and thrust is thus to create and facilitate a learning environment seeking knowledge, research, skill, teaching self-reliance and developing humanitarianism that would propel the young to build a caring and sharing society.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The institution, in its quest for excellence, has been successful in implementing many of the peer team recommendations from the third cycle of accreditation. Since the outbreak of the COVID-19 pandemic, conditions of lockdown, work from home, staggered working, and recent partially offline or blended mode etc. have been rampant and frequently changing conditions. The College administration as well as the faculty have successfully been tiding over these conditions by adapting proactively and boldly to these changes, easily switching on to the online mode, be it for teaching, learning and evaluation, or for conduct of online activities.

Concluding Remarks :

St. Francis De Sales College has been honing itself through a synchronous and continuous process of quality enhancement by introducing the latest concepts and technology for teaching, learning, administration and student support. It has also been in step with the evolving norms of NAAC for enhancement of quality, committing itself to understanding, implementing and imbibing the core values expected of a higher education institute.

Human resource development and capacity building through various activities cater to the needs of the economy, society and the country as a whole. There is thus contribution to National development through easy and equitable access to learning for all.

Global competencies among students are fostered through a week long programme held every year for personality development followed through by various lectures and workshops organized by the Training and Placement Cell.

Desirable moral values, responsibility as citizens, and care for the environment are impressed upon the students are through moral science lecture series, extension programs, plantations and field visits.

Our technology-friendly attitude helped to shift from the offline to the online mode of teaching-learning and assessment with ease, during the COVID-19 pandemic. There is also constant increase and upgradation of technology through institutional spending, funding by Government agencies, Corporate social initiatives philanthropic donors. Increased use of social media through accounts on Facebook and You Tube channel by College and through WhatsApp groups has maintained connect between staff and students. Further, technological advances include making the institution wi-fi enabled, upgradation of the College Management System, online admissions and fee payments.

Apart from regular extension activity, the Staff and students have discharged their social responsibility by providing aid in different forms to students and their families during the COVID-19 pandemic.

The institution has consistently marched forward from its inception, fulfilling and realizing the goals set forth by its stalwart visionaries. Further, it has gladly taken the necessary steps to assess itself, submitting itself to NAAC accreditation thrice previously. The institution is now ready to take a step forward toward the fourth cycle of accreditation and to prove itself committed to the cause of attaining excellence in Higher Education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*
	
	1) Students
	
	2)Teachers
	
	3)Employers
	
	4)Alumni
	
	      Answer before DVV Verification : A. All of the above
	      Answer After DVV Verification: C. Any 2 of the above
	    Remark : Input edited as per given filled feedback form HEI has provided sample feedback from Alumni, Students and Teachers. Alumni feedback is not on Curriculum / Syllabus

1.4.2	**Feedback process of the Institution may be classified as follows:**
	
	Options:
	
	    1. **Feedback collected, analysed and action taken and feedback available on website**
	    2. **Feedback collected, analysed and action has been taken**
	    3. **Feedback collected and analysed**
	    4. **Feedback collected**
	    5. **Feedback not collected**
	
	      Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
	      Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
	      Remark : Input edited as given link is not working.

2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1955</td><td>1563</td><td>1455</td><td>1275</td><td>1146</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>697</td><td>730</td><td>704</td><td>588</td><td>561</td></tr></table>

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2250	2256	2212	2212	2212

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
794	844	800	800	800

Remark : Input edited as per given documents.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 65 Answer after DVV Verification: 26 Remark : Input edited as per teachers list given in the 2.4.1 metric, total no. of full time teachers for latest completed year is 26
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 416.66 Answer after DVV Verification: 393.66
3.1.2	**Percentage of teachers recognized as research guides (latest completed academic year)** 3.1.2.1. **Number of teachers recognized as research guides** Answer before DVV Verification : 10 Answer after DVV Verification: 05 Remark : Input edited as per given documents in the 3.3.1 metric. The teacher is not working in the institute not consider here. and the Institute not having the library science subject hence the teacher of library department not consider as full time teacher.
3.3.1	**Number of Ph.Ds registered per eligible teacher during the last five years** 3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years** Answer before DVV Verification : 1 Answer after DVV Verification: 09 3.3.1.2. **Number of teachers recognized as guides during the last five years** Answer before DVV Verification : 15

Answer after DVV Verification: 05

Remark : Input edited as per given documents. The teacher is not working in the institute not consider here. and the Institute not having the library science subject hence the teacher of library department not consider as full time teacher.

3.3.2 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	11	6	11	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	4	7	0

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
53	57	24	20	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	50	24	20	17

Remark : Input edited as per given list of program Excluding programmes such as webinars, International yoga day, world blood donor day, etc.,

3.4.4 **Average percentage of students participating in extension activities at 3.4.3. above during last five years**

3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

04-11-2022 04:30:28

2020-21	2019-20	2018-19	2017-18	2016-17
5692	6052	1890	1966	1722

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1955	1563	1455	1275	1146

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

   3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	5	4	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	4	1	2

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*

   4.1.3.1. Number of classrooms and seminar halls with ICT facilities
   Answer before DVV Verification : 18
   Answer after DVV Verification: 12

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

   4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
105.75584	93.46756	53.26514	59.85503	67.42723

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
92.32135	64.22010	25.01796	22.96487	9.16453

4.2.2	**The institution has subscription for the following e-resources**
	1. **e-journals**
	2. **e-ShodhSindhu**
	3. **Shodhganga Membership**
	4. **e-books**
	5. **Databases**
	6. **Remote access to e-resources**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : Input edited as per given screen shots
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**
	4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
180.91630	137.10931	77.69819	93.45704	51.66976

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
125.2776	137.10931	77.69819	93.45704	51.66976

Remark : Input edited as per given documents.

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**
	5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
121	43	10	4	4

	Answer After DVV Verification :				
	2020-21	2019-20	2018-19	2017-18	2016-17
	121	41	10	4	4

5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1031	1226	254	712	543

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1345	1149	254	712	841

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	41	20	25	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
42	18	10	22	24

Remark : Input edited ,excluding activities such as Teachers day Celebration, Essay Competition, Poster Competition, Mehandi Competition etc.,

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

Answer before DVV Verification : A. ? 5 Lakhs
Answer After DVV Verification: E. <1 Lakhs
Remark : Input edited as HEI has not provided legitimate documents for the claim.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	2	2

Remark : Input edited as per given documents.

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	5	1	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	4	1	4

Remark : Input edited as per given data template, one teacher in year consider once

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18.61	6.06	3.32	5.25	4.32

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	0	0	0	0

Remark : Input edited as Contribution in the form of equipment / software etc not be counted.

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**
	Answer before DVV Verification : B. 3 of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : input edited
7.1.5	**Green campus initiatives include:**
	1. **Restricted entry of automobiles**
	2. **Use of Bicycles/ Battery powered vehicles**
	3. **Pedestrian Friendly pathways**
	4. **Ban on use of Plastic**
	5. **landscaping with trees and plants**
	Answer before DVV Verification : A. Any 4 or All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : Input edited as per given geo-tagged photos.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**
	1. **Green audit**
	2. **Energy audit**
	3. **Environment audit**
	4. **Clean and green campus recognitions / awards**
	5. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. Any 4 or all of the above
	Answer After DVV Verification: A. Any 4 or all of the above
	Remark : Input edited as per observation response.
7.1.7	**The Institution has disabled-friendly, barrier free environment**
	1. **Built environment with ramps/lifts for easy access to classrooms.**
	2. **Divyangjan friendly washrooms**
	3. **Signage including tactile path, lights, display boards and signposts**

	4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above
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 Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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27	27	25	25	25 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
566	575	575	575	575	
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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8	8	6	6	6 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
17	18	18	18	18	
2.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
641	348	273	237	177

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
657	353	339	290	218

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
27	32	29	31	33

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	30	27	29	31

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
286.67214	230.57687	130.96333	153.31207	119.09699

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
286.67214	230.57687	130.96333	153.31207	861.7395