SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST FRANCIS COLLEGE

PB NO. 3417, 8TH MAIN, 3RD BLOCK, SARAJAPURA ROAD, KORAMANGALA,
BENGALURU - 560034
560034
www.stfranciscollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Francis College Bengaluru is a Minority Christian College, established by the Franciscan Brothers and managed by Sevasadan Orphanage & Training Institute Society/Trust, and is nurtured by the principles of moral uprightness, social responsibility, and pursuit of excellence. The college is secular in outlook wherein students of all religions, castes, and communities are treated at par. The college aims at academics and the holistic development of the students.

St. Francis College (SFC), established in 2019 under the affiliation of Bengaluru City University (BCU), (formerly Bengaluru Central University) reflects the institution's deep commitment to education. Starting with 9 programs, 393 students, and 22 faculty members, SFC has experienced rapid growth in just five years. Today, SFC serves 2,920 students with a faculty of 88 members, including 20 Ph.D. holders. The college has expanded its academic offerings to include 11 undergraduate and 3 postgraduate programs, supported by partnerships with over 25 industry and educational organizations.

SFC emphasizes experiential learning, combining theoretical knowledge with practical application. This is implemented through presentations, seminars, workshops, add-on courses, and skill enhancement initiatives. The college's focus on practical learning has led to significant academic achievements, including securing 15 university ranks in its first graduating year and 14 in its second. SFC graduates have excelled in their careers, securing positions in top companies, starting their businesses, or pursuing further education.

SFC was ranked as one of the Top 20 institutions in the National Entrepreneurship Challenge 2023, highlighting the entrepreneurial spirit fostered among its students. The college's Institution's Innovation Council (IIC) plays a pivotal role in promoting innovation and entrepreneurship through ideation sessions, hackathons, and workshops.

SFC also promotes a strong sports culture, organizing major tournaments and fostering student participation in the National Cadet Corps (NCC), where students have represented the college in prestigious events like the Republic Day Camp and Parade. Situated on a 14.5-acre campus, SFC provides ample facilities for sports and other extracurricular activities, creating a well-rounded educational experience. St. Francis College remains committed to academic excellence, experiential learning, and holistic development, making it a distinguished institution that nurtures competent and socially responsible individuals.

Vision

Vision Statement of St. Francis College: SFC's vision is to be a chrysalis, where young students are transformed into graduate / postgraduate entrepreneurs and innovative leaders of tomorrow's world, consistent with the Franciscan vision of integrity, peace, and love.

To translate the vision into reality, St. Francis College is committed to:

- To nurture and transform young minds into future leaders. It serves as a chrysalis, guiding students through their academic journey and helping them emerge as confident and capable individuals, ready to

take on leadership roles on a global stage.

- To foster an entrepreneurial mindset among students by integrating innovation and creativity into the curriculum. This approach encourages students to think beyond conventional boundaries, equipping them with the skills and knowledge necessary to launch successful ventures and contribute to economic growth.

- Rooted in the Franciscan values of integrity, peace, and love, the institution aims to instill these principles in its students. This ensures that they excel in their professional lives while upholding ethical standards and promoting harmony in society.

- To believe in the holistic development of its students. This approach goes beyond academics to include moral and ethical education, character building, and the cultivation of a strong sense of social responsibility. The goal is to produce well-rounded individuals who are prepared to make meaningful contributions to society.

- To prepare students to be global citizens by emphasizing the importance of understanding and appreciating cultural diversity. It promotes global awareness and equips students with the skills necessary to thrive in an increasingly interconnected world.

- To place a strong emphasis on innovation and creativity. Students are encouraged to explore new ideas, challenge the status quo, and develop solutions to complex global problems. The institution provides the resources and support needed to cultivate a culture of innovation.

- To maintain the highest standards of academic and professional excellence. It continuously improves its programs, resources, and facilities to ensure that students receive a world-class education that prepares them for the challenges of tomorrow.

Mission

Mission Statement of St. Francis College: SFC's mission is to churn out highly competent graduates/postgraduates with a commitment to result-oriented work, a perennial zest for learning, a quest for excellence, an open mind, and the universal values of honesty, dignity, and mutual care.

The mission of the St. Francis College is rooted in the following principles:

- **Commitment to Result-Oriented Work**: St. Francis College instills in its students a strong commitment to achieving tangible results. The institution emphasizes the importance of perseverance, discipline, and a focused approach to problem-solving, ensuring that students are prepared to excel in their chosen fields.

- **Perennial Zest for Learning**: The college fosters a lifelong passion for learning among its students. St. Francis College encourages curiosity and continuous intellectual growth, helping students stay updated with the latest developments in their areas of study and beyond. This zeal for knowledge ensures that graduates remain adaptable and innovative throughout their careers.

- **Quest for Excellence:** St. Francis College is dedicated to cultivating a relentless pursuit of excellence in its students. The institution challenges students to set high standards for themselves, strive for personal and professional growth, and consistently exceed expectations. This commitment to excellence is reflected in both academic and extracurricular achievements.

- **Open-Mindedness**: The college promotes an open and inclusive environment where students are encouraged to embrace diverse perspectives. By fostering critical thinking and encouraging dialogue, St. Francis College prepares students to navigate the complexities of the modern world with an open mind and a readiness to consider new ideas and approaches.

- **Universal Values of Honesty, Dignity, and Mutual Care**: Central to the mission of St. Francis College is the inculcation of universal values. The institution places a strong emphasis on honesty, dignity, and mutual care, ensuring that students not only succeed professionally but also contribute positively to society. These values guide students in their interactions and decisions, fostering a community of respect, integrity, and empathy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Managed by the Sevasadan Orphanage & Training Institute Trust, the college nurtures compassionate, confident individuals with a strong vision, enhancing its reputation through holistic, value-driven education.
2. Consistently increasing student intake year after year due to high demand, indicating the institution's popularity and trust among prospective students and parents.
3. Effective curriculum planning that aligns with both university guidelines and industry standards, ensuring academic rigor and relevance to contemporary needs.
4. Utilization of advanced teaching methods and ICT-enabled learning, providing a modern and engaging educational experience.
5. Inclusion of value-added courses designed to meet industry needs, thereby enhancing student employability and skill development.
6. Strong emphasis on experiential learning through internships, industry visits, and projects, fostering practical knowledge and skills application.
7. Extensive partnerships with industries for internships and hands-on learning opportunities, strengthening the practical exposure and employability of students.
8. A well-established system for gathering continuous feedback from stakeholders, enabling ongoing refinement of curriculum and teaching methods.
9. The presence of a highly qualified faculty, with many members holding advanced degrees such as PhDs and eligibility such as NET, and SLET, contributes to a strong academic foundation.
10. Well-rounded infrastructure, including state-of-the-art laboratories, sports facilities, and specialized training units, supporting diverse student needs and activities.
11. Access to a fully digitalized library with extensive digital resources and a book bank specifically for SC/ST students, promoting inclusive and comprehensive learning.
12. Strong focus on sustainability through various green initiatives and energy-efficient campus management, fostering an eco-friendly environment.
13. Numerous clubs and committees provide students with opportunities for holistic development beyond

academics.

14. Achieving university ranks for consecutive years, showcasing academic excellence and the high performance of students.
15. Management's financial support for outstanding and deserving student performance in academics and extracurricular activities, encouraging a culture of excellence and recognition.
16. A strong alumni network that engages in mentoring and academic enhancement fosters community, supports career progression, and provides current students with valuable guidance and opportunities for growth.

Institutional Weakness

1. Limited research output in UGC Care List and recognized journals, indicating a need to strengthen the research culture and publication efforts among faculty and students.
2. Challenges in attracting foreign students suggest the need for enhanced global outreach, marketing strategies, and collaboration with international institutions.
3. Dependency on local and regional student populations, which may limit diversity and exposure to global perspectives within the campus community.
4. Although the institution is well-regarded, revenue from consultancy services has been limited, impacting financial growth and opportunities for industry engagement.

Institutional Opportunity

1. Achieving autonomous status allows greater flexibility in curriculum development, assessment, and academic governance, thereby enhancing the institution's reputation and educational standards.
2. Improving welfare facilities for employees to boost morale, job satisfaction, and retention, contributing to a more engaged and motivated workforce.
3. Mobilizing funds from government, non-government organizations, and corporate sources to expand resources, improve infrastructure, and support innovative projects and research.
4. Increasing the number of students who avail of national, state, and other scholarships to promote access to education and reduce financial barriers for deserving students.
5. Establishing in-house publications to highlight faculty and student research, fostering a culture of academic excellence and intellectual growth.
6. Encouraging student startups through incubation programs to cultivate entrepreneurial skills and innovation, preparing students for diverse career paths.
7. Enhancing placement services to improve graduate employability and strengthen connections with industry, aligning education with market needs.
8. Expanding coaching for competitive exams to support student success in higher education admissions and career opportunities, enhancing the institution's academic profile.

Institutional Challenge

1. Managing increasing student intake requires expanding infrastructure and resources while maintaining educational quality and personalized attention amid growing demands.
2. Continuously updating the curriculum to align with university standards and industry needs requires regular revisions and strong industry partnerships to maintain academic relevance.
3. Implementing advanced teaching methods and ICT-enabled learning necessitates substantial investment in technology and faculty training to ensure effective integration and proficiency.
4. Offering industry-relevant value-added courses demands continuous curriculum updates, close industry collaboration, and a proactive approach to adapting to evolving market trends.
5. Expanding internships, Industrial & field visits, and projects involve significant logistical and financial challenges, requiring ongoing coordination and investment to secure practical learning opportunities.
6. Enhancing research output and visibility requires fostering a stronger research culture, increasing faculty capabilities, and encouraging publication in reputable journals for academic recognition.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Francis College, Bangalore is a minority college affiliated to Bengaluru City University (BCU). Its curricula strictly adhere to the Calendar-of-events, syllabi, requisites and guidelines defined by the university and its functioning is guided by its vision and mission of nurturing young minds into competent and confident individuals. The college offers eleven (11) UG programs in Commerce & Management, Computer Applications, Science and Arts. The College also offers three (3) PG programs in Commerce, Management and Computer Applications. St. Francis College believes that curriculum planning and its effective implementation are the foundation of academic progression. The latest pedagogical techniques coupled with diligent monitoring of academic plan execution ensure an enriching learning environment for the students. The following are the key aspects of curricular engagements during the accreditation period:

- The college has 2920 enrolled students across the UG and PG programs as of June 2023-24. It may be noted that the number of students has multiplied manifold in a short span of five years.
- Value-added courses (VAC) are carefully selected based on industry requirements/skill sets for enhancing the employability of the students. The college offered fifty-seven (57) different VAC courses with an enrollment count of 4204 (51.5%) students over the last five years. This is a significant count given the fact that the academics were significantly impacted by COVID-19 during the years 2020 and 2021.
- The college promotes experiential learning for a well-rounded growth of students. Curricular projects and internships have provided the students with invaluable hands-on experience and a direct connection to industry practices. 1104 (37.81%) students across all programs have participated in company internships/ innovative projects/industrial or field visits in the years 2023-24.
- Relevant issues about environmental sustainability, human values, and professional ethics have been effectively integrated and reinforced through activity-based programs.
- Curriculum feedback is collected from all stakeholders including students, alumni, faculty, and employers and carefully analyzed. The Feedback analysis and the corresponding Action-taken report are updated on the college website.

Teaching-learning and Evaluation

- The teaching-learning process at St. Francis College is enhanced by various student-centric learning methods and tools. Particular attention and support are given to students with special needs and those from low-income backgrounds.
- An average of 68.24 % of students against the sanctioned seats were admitted during the last five years. 46.9% of students admitted were girls for the year 2023-24.
- Seats are reserved for SC, ST, OBC, and minorities according to the government norms.
- Slow and advanced learners are identified and measures have been undertaken for their support.
- The student-teacher ratio is 1:33.
- Participatory and student-centric learning activities are implemented. The leading experiential learning methods are industrial visits, field trips, internships, projects and educational tours.
- In order to improve student engagement and knowledge retention, Information and Communications Technology (ICT) is given high importance in the institution.
- Effective mentoring has contributed greatly to the overall development of students. The mentor-mentee ratio is 1:33.
- All sanctioned posts are filled through a well-structured and transparent recruitment process.
- 28 full-time faculty have completed doctoral degrees 32 are NET / SET/ SLET qualified and the rest have been Master's degree holders for the last five years.
- Continuous internal assessment of the student's performance is carried out through internal tests, projects, assignments, and attendance. Internal examination results are published on the institutional LMS for students and parents to access.
- The college has a transparent, time-bound, and efficient mechanism to address examination-related grievances.
- Outcome-based Education is effectively implemented. The PO, PSO, and CO attainment is measured at the course and programme levels. Each Department formulates Programme Specific Outcomes (PSOs). These delineate the knowledge and skills that a student should possess upon completion of the programme.
- To continuously raise quality and achieve higher standards, the institution evaluates the attainment of the stated POs, PSOs, and COs, and corrective measures are initiated.
- The average pass percentage of the students during the last five years is 80.86% & we have 15 Bengaluru City University ranks from the batch of UG 2019-22 and 14 Bengaluru City University ranks from the batch of UG 2020-23.
- The institution conducts regularly student feedback on teaching-learning.

Research, Innovations and Extension

St. Francis College is deeply committed to fostering research, innovation, and community engagement. As a member of N-LIST, DELNET, and the National Digital Library of India, the college enhances access to extensive academic resources for both faculty and students, supporting a culture of continuous learning and research. The college has actively organized numerous workshops, seminars, webinars, and competitions to foster research and entrepreneurship. Events have covered various topics such as research methodology, design thinking, business model creation, and intellectual property rights, catering to both faculty and student needs. The Institutional Outreach Committee serves as a central coordinating body for the extension activities undertaken by various student associations (NCC, NSS, Civil Defence, Youth Red Cross, ISR) and college departments. SFC actively encourages all students to participate in these extension activities, contributing to the overall well-being of the community.

The institution's engagement in research, innovations, and extension is summarized below:

- SFC has an Institution's Innovation Council (IIC) and Research & Innovation (R&I) cell that facilitates research and innovation activities and inculcates culture towards innovative ideas in the institution.
- Research and Innovation activities are guided by the Institution's Innovation Council (IIC) with a well-defined Research & Innovation policy framework.
- SFC's Institutions' Innovation Council (IIC) received a 1-star rating from the Ministry of Education, Government of India for its annual performance in 2022-23 in the area of innovation in the short time after its establishment.
- 51 activities were organized about Research Methodology, Intellectual Property Rights, Entrepreneurship, and Skill Development during the last five years.
- The institution's faculty has published 62 research papers in Web of Science/Scopus/UGC-notified journals. 101 diverse textbooks and book chapters, and 47 conference proceedings have been published during the last five years.
- 9 Copyrights are certified along with 11 Patents published and 1 granted to faculty in various patent-granting nations.
- 44 extension and outreach activities organized during the accreditation period, have contributed to community development, social sensitization, and holistic development of students
- In recognition of these activities, the Institution has received 5 awards/appreciation.
- 30 functional MoUs and linkages with institutions and industries have contributed to institutional excellence.

Infrastructure and Learning Resources

- The college, located on 14.5-acre land and of a B+G+6 storeyed building, in the heart of the city, features extensive infrastructure supporting diverse academic and extracurricular needs.
- It includes 4 state-of-the-art computer labs with 380 seats, equipped with projectors, printers & copiers. It has 68 classrooms with advanced teaching tools like LED displays and projectors, 2 ICT-enabled seminar halls with a 200-seat capacity, a Psychology Lab, an Airport and Aircraft Training Lab, offering hands-on experience with X-ray machines and a mock model Airbus A-320 series with 60 seats and LED displays. For the IDD program, specialized facilities such as a Welding and Carpentry Unit and an auditorium with 1000 seats are available.
- It houses a Counselling Room, a healthcare center with first-aid facilities, and a trained counsellor and a nurse on-site to support student well-being.
- The Institution's Innovation Council (IIC) fosters creativity and entrepreneurship among students with adequate infrastructure.
- Established in 2019, the library is RFID enabled, fully automated with an Integrated Library Management System (ILMS) supported by Easylib Software 6-4a Cloud Version, and is registered with the National Digital Library of India.
- The library houses over 5,850 titles and 16,418 volumes, including competitive exam and UGC/NET books, a 24-volume World Book Encyclopedia. It offers access to 42 national and international journals, 340 project reports, and 143 CD/DVDs. Online resources like DELNET, INFLIBNET, e-journals, and e-books are also available.

- The library includes two reading rooms with a capacity of 160, an E-library with 29 computers, and a book bank scheme for SC/ST students.

- The institution offers amenities like a reprographic center, a bank with ATM, 3 spacious cafeterias, and spaces for cultural and sports activities, including a dance room, music room, NSS room, outdoor and

indoor gymnasium with locker room, football ground, 2 basketball courts, volleyball court, and 2 cricket pitches.

- The college's IT infrastructure includes 465 computers, 300 Mbps internet connection, Wi-Fi-enabled classrooms, and campus, advanced security features like Netgate firewall, and 250GB cloud storage.
- The campus is differently-abled friendly, providing wheelchairs, ramps, lifts, and specially adapted toilets. Fire extinguishers and drinking water dispensers are available on every floor.

Student Support and Progression

- Over the last five years, 6154 students have benefited inclusive of institutional scholarships, freeships, and government and non-government organizations.
- To enhance students' capabilities, the college has implemented various programmes, including training in soft skills, language and communication skills, life skills, and current technological trends. A total of 40 programmes were organized over the last five years.
- Guidance, coaching, and career counselling are provided to help students prepare for competitive examinations and pursue careers, with an average of 50.55% of students benefiting from these initiatives.
- The institution has an effective system, supported by faculty coordinators, to address student grievances and prevent ragging and sexual harassment. A zero-tolerance policy against ragging is strictly enforced, and all statutory mechanisms for addressing student grievances are followed.
- The college employs a systematic approach to student counseling and welfare, including the provision of a full-time student counselor to support students' mental health.
- Over the last five years, the Placement Cell has provided professional skill training and organized placement drives, leading to 356 students securing job placements, and advancing to higher education, and 40 students becoming self-employed,
- 57 students have successfully qualified in competitive examinations.
- Students have excelled in university-level and state-level sports competitions, winning 60 awards/medals for outstanding performance in sports and cultural activities over the last five years.
- 108 sports and cultural events were organized in the last five years, where students demonstrated exceptional performance in various intra and inter-collegiate activities.
- Alumni engagement has played a crucial role in bridging the gap between academia and industry. The institution strengthens the educational experience of current students by empowering alumni to serve as mentors, advisors, and visiting faculty, fostering a strong connection with the alumni community.

Governance, Leadership and Management

The institution demonstrates effective governance, leadership, and management Best practices that promote quality, accountability, and social responsibility and involve faculty members, staff, and students in academic and administrative decision-making.

- Management has a clear and well-communicated vision and mission
- College management has strong leadership and management teams with defined roles and responsibilities. Robust governance structures, including an active governing council, staff, and student council for transparent decision-making.
- The college has implemented e-governance for effective Academic and Administrative management. Periodic audit is conducted for quality assurance that includes performance appraisals and regular

assessments of Key Performance Indicator (KPIs) for development.

- E-Governance is implemented in administration, finance, accounts, student admission, student support, and internal exam and assessments.
- Faculty members are provided with EPFO facility, Maternity Leave, and other statutory benefits. The college supports research, provides seed money, and also gives interest-free loans for Ph. D.
- Career development is encouraged through financial support to attend conferences, FDP, and publish research papers. 71.47% of faculty members have availed financial support in various forms.
- The college has organised various conferences, FDP, MDP, Welfare, and training programs for all development of faculty members.
- Internal and External financial audits are conducted periodically.
- The college encourages ISR activities and has conducted various programs in association with NGOs, the Youth Red Cross Society, and Government bodies.
- The college has given access to a Gym and other Sports facilities to all its employees for their physical well-being and it also organizes various sports tournaments for staff.
- Staff Welfare programs are organized for Teaching and Non-Teaching staff. Events on Teacher's Day, Onam, Christmas, Picnics, and Outstation trips are also organized every year for all staff members
- Efficient allocation of budget, mobilization, and management of resources are monitored by management and the Principal.
- IQAC seeks to enhance institution standards, internalize, and make sustainable improvements in the quality of the academic process to align with the vision and mission of the institution.
- IQAC does a periodic audit to review the teaching-learning process and identify the gaps.
- IQAC makes recommendations to enhance the quality of education and implements initiatives of AICTE.

Institutional Values and Best Practices

St. Francis College is committed to facilitating an inclusive, equitable, sustainable and holistic educational environment.

- The institution promotes gender equity by ensuring balanced representation in leadership roles and providing equal opportunities across various domains. Gender sensitization is prioritized through workshops, seminars, and awareness programs regularly.
- Several committees, including the Women's Grievance Redressal Committee and the Committee for Prevention of Sexual Harassment, the Counselling Cell, the Women's Cell, and the Gender Sensitizing Cell ensure the safety and well-being of female students and staff.
- The campus is well equipped with CCTV cameras, a separate Girls' Sick Room, 2 sanitary pad vending machines, and a daycare facility, while also offering maternity leave benefits to female employees.
- The college is also at the forefront of environmental sustainability, implementing solar energy usage, LED lighting, and comprehensive waste management systems. Water conservation is prioritized through rainwater harvesting and efficient water distribution systems.
- The campus promotes a green, plastic-free environment with pedestrian-friendly pathways and restricted automobile access.
- The college has a well-maintained green landscape along with sapling nurseries and medicinal plants.
- In terms of inclusivity, the college provides a barrier-free environment for differently-abled individuals, featuring 2 ramps, wheelchair access, 2 differently able friendly washrooms, 4 lifts, and screen reader

applications in computer labs.

- Furthermore, the college emphasizes digitization and academic enrichment beyond the classroom through ICT-enabled learning, an advanced Learning Management System (Linways), and various departmental clubs.
- These initiatives strive to enhance student engagement, skill development, and leadership and transform them into future-ready.
- Distinctively, the college has implemented a student-developed digital voting system for Student Council elections, which enhances efficiency, accuracy, and sustainability.

St. Francis College's dedication to inclusivity, sustainability, and digital innovation culminates in a holistic educational environment that prepares students for future challenges while promoting equity and environmental stewardship. These initiatives reflect the institution's commitment to cultivating a balanced and enriching experience for all members of its community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST FRANCIS COLLEGE
Address	PB NO. 3417, 8TH Main, 3rd Block, Sarajapura Road, Koramangala, Bengaluru - 560034
City	BANGALORE
State	Karnataka
Pin	560034
Website	www.stfranciscollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R N Subba Rao	080-25531037	9535204017	080-25531038	NAAC@STFRANCISCOLLEGE.EDU.IN
IQAC / CIQA coordinator	Karthik P	080-	9743919041	080-25531038	iqac@stfranicscollege.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details		

State	University name	Document
Karnataka	Bangalore City University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-01-2024	View Document
12B of UGC		

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 Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	18-05-2024	12	

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	PB NO. 3417, 8TH Main, 3rd Block, Sarajapura Road, Koramangala, Bengaluru - 560034	Urban	14.5	25227

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Department Of Commerce,ACCOUNTING AND FINANCE	36	Plus two or equivalent	English	120	116
UG	BCom,Department Of Commerce,GENERAL	36	Plus two or equivalent	English	300	295
UG	BCom,Department Of Commerce,BUSINESS DATA ANALYTICS	36	Plus two or equivalent	English	60	42
UG	BCom,Department Of Commerce,LOGISTICS AND SUPPLY CHAIN MANAGEMENT	36	Plus two or equivalent	English	60	18
UG	BSc,Department Of Science,INTERIOR DESIGN AND DECORATION	36	Plus two or equivalent	English	60	12
UG	BSc,Department Of Science,PSYCHOLOGY JOURNALISM AND COMPUTER	36	Plus two or equivalent	English	30	20

	SCIENCE					
UG	BBA,Department Of Management,	36	Plus two or equivalent	English	120	119
UG	BBA,Department Of Management,AVIATION MANAGEMENT	36	Plus two or equivalent	English	60	57
UG	BVA,Department Of Arts ,ANIMATION AND GAME ARTS	36	Plus two or equivalent	English	30	26
UG	BA,Department Of Arts,JOURNALISM ECONOMICS OPTIONAL ENGLISH	36	Plus two or equivalent	English	80	16
UG	BCA,Department Of Computer Application,	36	Plus two or equivalent	English	180	177
PG	MCom,Department Of Commerce,GENERAL	24	Under graduation	English	40	4
PG	MBA,Department Of Management,	24	Under graduation	English	240	227
PG	MCA,Department Of Computer Application,	24	Under graduation	English	120	73

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				8				79			
Recruited	1	0	0	1	3	5	0	8	22	57	0	79
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				44
Recruited	12	32	0	44
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	0	0	3
Yet to Recruit				1

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	3	5	0	5	6	0	20
M.Phil.	0	0	0	0	0	0	1	8	0	9
PG	0	0	0	0	0	0	15	44	0	59
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
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	443	32	0	0	475
	Female	405	18	0	0	423
	Others	0	0	0	0	0
PG	Male	145	19	0	0	164
	Female	132	8	0	0	140
	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	35	75	77	90
	Female	41	56	60	94
	Others	0	0	0	0
ST	Male	3	7	11	14
	Female	1	2	5	6
	Others	0	0	0	0
OBC	Male	107	189	203	238
	Female	87	129	170	195
	Others	0	0	0	0
General	Male	84	274	252	301
	Female	71	183	193	264
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		429	915	971	1202

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	St. Francis College is sincerely committed to multidisciplinarity and interdisciplinarity in its educational approach, reflecting a progressive vision for academic excellence and holistic learning as per the vision of NEP 2020. This commitment is deeply embedded in the college's curriculum as per the guidelines from Bengaluru City University (BCU) to integrate knowledge with students from various fields and disciplines. To foster a learning environment, NEP 2020 introduced an open elective system, ability enhancement courses, and skill enhancement courses and this approach helps students to explore academic horizons. Also, it equips them with a versatile skill set that is highly valued in today's job market. Students are encouraged to collaborate across departments and participate in inter-departmental activities, creating a dynamic educational experience where students benefit from diverse expertise and perceptions. St. Francis College emphasizes experiential learning opportunities, such as internships, simulated activities, and community service, which further enhance the multidisciplinary experience. These initiatives enable students to apply their interdisciplinary knowledge in real-world settings, bridging the gap between theoretical understanding and practical application. The college also promotes a culture of intellectual curiosity and innovation through the institution's innovation council and other committees. The departments, committees, cells, and clubs are encouraged to organize Seminars, workshops, and guest lectures featuring experts from various fields to provide students with insights into how different disciplines can intersect and contribute to solving contemporary issues. This holistic educational approach prepares graduates to excel in their chosen careers and, also cultivates a mindset of continuous learning and adaptability.
2. Academic bank of credits (ABC):	The Academic Bank of Credit (ABC) system has revolutionized the higher education system by offering a flexible platform for managing and transferring academic credits across institutions. At St. Francis College, as per the guidelines from NEP 2020 and Bengaluru City University, all the students were educated, and instructed to create ABC ID in Digi Locker of the National Academic Depository which is an initiative of the Ministry of Electronics

	and Information Technology (MeitY) and Ministry of Education (MoE) or directly in ABC portal. The implementation of ABC is transforming student mobility and academic planning. This approach not only enhances the educational experience but also aligns with the college's commitment to fostering a more adaptable and interconnected academic environment. The implementation of the Academic Bank of Credit represents a forward-thinking approach to higher education that aligns with the evolving needs of students and the broader educational landscape. By adopting this innovative system, the college is not only enhancing the flexibility and mobility of its students but also contributing to the development of a more integrated and dynamic educational environment.
3. Skill development:	At St. Francis College, skill development is a cornerstone of the educational experience, with the college placing a strong emphasis on equipping students with both practical and theoretical competencies for holistic development. The college integrates a comprehensive approach to skill-building through its curriculum, incorporating hands-on activities, inviting guests from corporate industries, industry internships, and specialized workshops that cater to a diverse range of professional fields. Additionally, St. Francis College provides access to cutting-edge resources and expert faculty to support students in acquiring critical skills such as soft skills, leadership skills, communication skills, language skills, life skills like Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills through ED cell and technical proficiency and skills. This focus on skill development not only enhances students' academic achievements but also prepares them to excel in the competitive job market, reflecting the college's commitment to fostering well-rounded, career-ready graduates.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The appropriate integration of the Indian Knowledge System (IKS) at St. Francis College is achieved by seamlessly incorporating the values, and traditions in the activities that the institution organizes it. Each of the faculty members ensures to spread of the importance of culture and cross-cultural integration among the students. Some of the events including cultural events, and literary events organized in the college depict the root culture of India and ensure the

	education of the students and teachers around. This integration involves blending ancient wisdom with contemporary education and cultural programs that highlight the relevance of IKS in today's context. By fostering an appreciation for Indian heritage and its contributions to various fields such as science, ethics, and art, the college enriches students' understanding of global perspectives while preserving and promoting indigenous knowledge. This approach not only honours cultural roots but also enhances the educational experience by providing a holistic view of knowledge.
5. Focus on Outcome based education (OBE):	St. Francis College is dedicated to Outcome-Based Education (OBE), ensuring that its academic programs which come under Bengaluru City University achieve specific, measurable learning and course outcomes that align with students' future career and academic goals. The program outcomes, program-specific outcomes, and course outcomes are integrated with the NEP curriculum syllabus of Bengaluru City University. The institution designed these for non-NEP batches under the CBCS scheme based on the course objectives given in the syllabus ensuring the Bloom's taxonomy levels. The institution also hosted an FDP on Outcome Based Education (OBE) in view of NEP to educate faculties on the importance of aligning the curriculum with Pos, PSOs, and COs. The mapping and attainment are done through Excel and ERP system (Linways). The CO and PO attainment is calculated at the end of every semester based on setting the rules in ERP. This focus on OBE involves continuous evaluation and feedback to refine teaching strategies, thereby fostering a more effective and responsive learning environment. Through this approach, St. Francis College not only enhances student achievement but also ensures that educational experiences are directly relevant to real-world applications and professional standards.
6. Distance education/online education:	The college does not have any such approved courses by Bengaluru City University (BCU) to offer distance education or online education students. But, we ensured, during COVID-19, all the classes were engaged through online mode using innovative teaching pedagogies, and also departments ensured to conduct activities and engage the virtual audience and students in one or the other activities organized

<table>
<tr>
<td></td>
<td>by the college. Students were encouraged to pursue certifications from Udemy, Coursera, LinkedIn Learning, Great Learning, SWAYAM MOOCs courses, NPTEL courses etc. As per the guidelines from Bengaluru City University, the college also experimented hybrid / blended mode of teaching and learning which was quite successful but new things were explored including technical skills. The students attended quizzes and submitted their assignments through Linways (ERP) and internal tests were conducted online with proper vigilance from invigilators. The faculties use the ERP system to upload their course materials to facilitate continuous learning</td>
</tr>
</table>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. St. Francis College Electoral Literacy Club was established in the year 2023. The club is established with the primary objective of enriching the students about democratic rights, including the right to vote in elections. Some Programs are conducted to create awareness about election procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Institution has a functional ELC with the office bearers 1. Dr. Jesmon Raj N, Assistant Professor, ELC Coordinator; 2. Mr. Sachin Nayak, Physical Education Director, ELC Member; 3. Lt. Amare Gowda, NCC Officer, ELC Teacher-Member and 4. Mrs. Divya, Assistant Professor 5. Mr. Malcom Jeson, Mr. Akash Kumar Maurya, Mr. Krithik Venkatesan, Mr. Prathik V, Miss. Pooja K V, student members.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Students participated in the Voters Awareness Program organized by BBMP, Ward No. 151, Koramangala on 25th January, 2023. This was organized to create awareness among the students related to voting rights and selecting appropriate candidates as people representatives. A procession was also taken out to create awareness among the residents of Koramangala to participate in exercising voting in large numbers especially physically disabled persons and senior citizens.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues especially Awareness Drives and Enrolment Drives to promote citizens' participation in electoral processes. A Special Enrolment Drive was organised on 30th January 2023 at St. Francis College quadrangle. This programme was organized by Electoral Literacy Club, National Service Scheme, and Institutional Social Responsibility committee in association with BBMP Koramangala Ward No. 151, BTM Layout Assembly Constituency.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students who are eligible to vote are to be enrolled as voters and they are educated about the importance of voting. Voters Awareness Programme was held on 10th February, 2023 in association with BBMP, Koramangala ward No 151. Members of BBMP Koramangala Ward were the Institution to guide all students on the importance of voting. The members helped in getting the Voters ID done for the students above 18 years of age and enrolled in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2859	2243	1666	799	393

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 111

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	97	68	37	22

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
692.40	679.81	357.65	410.31	461.52

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

St. Francis College Koramangala ensures effective curriculum planning and delivery through a well-planned and documented process enabling qualitative education for the well-rounded growth and employability of its students.

The college demonstrates a commitment to effective curriculum planning and delivery through its systematically planned and documented process that encompasses all key aspects. The institution structures its academic calendar through a College calendar of events (COE) which is in tune with the University COE. This COE facilitates the smooth conduct of classes, assessments, and other academic activities throughout the academic year by providing a clear timeline for all academic activities. This is an effective guideline for the faculty and students to plan their academic, co-curricular, and extra-curricular activities.

The institution emphasizes the importance of workload assessment to ensure that the student-faculty ratio is maintained and the faculty members are not overwhelmed with a heavy academic burden. By carefully assessing the workload for each course and semester, the institution is able to provide students with a balanced and manageable academic experience that allows them to succeed in their studies. Faculty-course allocation is based on workload and faculty specialization so as to ensure optimum benefit to the students

Continuous assessment is an integral part of the curriculum planning process at St. Francis College. Through regular and ongoing assessments which include Internal Assessment tests, assignments and presentations students are able to demonstrate their learning progress and receive timely feedback on their academic performance. This approach helps to monitor student progress, identify areas for improvement, and ensure that students are meeting the desired learning outcomes.

In addition to the academic calendar and continuous assessment, St. Francis College also focuses on other important aspects of curriculum planning and delivery, such as program outcomes (PO), course objectives and outcomes, course planning, bridge courses, orientation programs, revision sessions and remedial classes. These components are all carefully planned and documented to ensure that the curriculum is comprehensive, relevant, and aligned with the desired learning objectives.

Supporting documents play a crucial role in the curriculum planning and delivery process. These documents include course syllabi, assessment criteria, rubrics, study materials, question banks and other resources that help both faculty and students understand the expectations and requirements for each course. By providing clear and detailed information through supporting documents, the institution

ensures that all stakeholders have the necessary tools and guidance to successfully navigate the curriculum. The college has a Learning Management System, Linways AMS which facilitates curriculum planning and documentation resulting in standardization of all processes and deliverables.

The commitment to effective curriculum planning and delivery at St. Francis College is evident through the institution's well-documented process that incorporates various elements such as academic calendar-of-events, workload assessment, subject allotment, course plan, continuous assessment, orientation programs, and supporting documents. This comprehensive approach helps to create a structured and conducive learning environment that supports student success and academic excellence.

Supporting Documents include:

1. College Calendar-of-events (COE)

2. Program Outcomes & Course Objectives & Outcomes

3. Department-wise/Program-wise Workload Assessment

4. Faculty Allocation

5. Course Plan

6. Internal Assessment - Questions papers (which follow Bloom's taxonomy)

7. Sample Course material & Question Bank

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 45

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 27.14

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
900	550	570	50	90

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

St. Francis College, Koramangala believes in creating a comprehensive educational experience that not only imparts academic knowledge but also instills values and ethics that are essential for holistic development.

1. Gender Sensitization: St. Francis College Koramangala recognizes the importance of promoting gender equality and creating a safe and inclusive environment for all students. Gender sensitization is integrated into various courses and activities to raise awareness about gender issues, eliminate stereotypes, and promote respect for all genders. The institution organizes workshops, seminars, and discussions on gender equality and provides resources for students to learn about gender-related topics.

Supporting documents:

- Gender Sensitization Policy
- Gender Sensitization Workshops and Seminars Schedule
- Resources on Gender Equality

2. Professional Ethics: The institution emphasizes the importance of upholding professional ethics and integrity in all aspects of academic and professional life. Students are encouraged to adhere to ethical standards, honesty, and accountability in their coursework, projects, and interactions with peers and faculty members. The curriculum includes discussions on professional ethics, case studies, and real-world examples.

Supporting documents:

- Code of Ethics for Students in Handbook
- Case Studies on Professional Ethics
- Guest Lectures by Industry Experts on Ethical Practices

3. Universal Human Values: St. Francis College Koramangala strives to promote universal human values such as compassion, empathy, tolerance, and integrity among its students. These values are integrated into the curriculum through discussions, activities, and community service projects that encourage students to reflect on the importance of these values in their personal and professional lives.

Supporting documents:

- Universal Human Values Curriculum Guide
- Faculty getting certified as UHV(Universal Human Values certification by AICTE through FDP)
- Community Service Projects at various cells such as ISR, NCC and NSS.
- Reflection Journals for Values Exploration

4. Equity and Inclusion: The institution is committed to fostering an inclusive and diverse learning environment where all students feel respected and valued. Equity and inclusion principles are embedded into the curriculum to ensure that students from diverse backgrounds have equal opportunities for success. The institution provides support services for students with disabilities, marginalized communities, and other underrepresented groups to promote a culture of equity and inclusion on campus.

Supporting documents:

- Equity and Inclusion Policy
- Student Support Services Handbook
- Campus Diversity Events Calendar
- NSS Manual followed at the college level

- Inclusion initiatives

5. Environment Issues and Sustainability: St. Francis College Koramangala recognizes the importance of environmental conservation and sustainability in today's world. The institution educates students about environmental issues, climate change, and sustainable practices through courses, seminars, and hands-on projects. Students are encouraged to reduce their carbon footprint, participate in eco-friendly initiatives, and advocate for environmental protection in their communities.

Supporting documents:
- Environmental Sustainability Programs
- Eco-Friendly Campus Initiatives Report
- Student-led Environmental Awareness Campaigns

6. Personality Development: In addition to academic learning, the college places a strong emphasis on fostering the overall personality development of its students. The institution offers workshops, training sessions, and mentorship programs to help students develop essential skills such as communication, leadership, teamwork, and critical thinking.

Supporting documents:

- Personality Development Workshop Schedule
- Leadership Training Programs
- Student Success Stories and Testimonials

Overall, St. Francis College Koramangala is dedicated to providing a holistic educational experience that promotes ethical behaviour, gender equality, universal human values, equity and inclusion, environmental sustainability, and personality development.

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

1.3.2

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

Response: 38.02

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

Response: 1087

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
1202	971	895	429	393

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

2023-24	2022-23	2021-22	2020-21	2019-20
1500	1380	1130	970	750

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 73.86

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
637	526	458	274	221

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

2023-24	2022-23	2021-22	2020-21	2019-20
750	690	565	485	375

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 32.49

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching and learning pedagogy encompasses a wide range of methods and strategies that educators employ to facilitate student learning. In today's dynamic and technology-driven world, it is essential to incorporate innovative and experiential learning approaches to engage students and enhance their understanding of the subject matter. Below are some key strategies that can be utilized to promote effective teaching and learning:

1. Experiential Learning: Experiential learning involves hands-on experiences that allow students to actively engage with the subject matter. This can include activities such as experiments, case studies, fieldwork, and project-based learning. By providing students with opportunities to apply theoretical concepts in real-world scenarios, experiential learning helps deepen their understanding and retention of the material.

2. Internships: Internships provide students with valuable real-world experience in a professional setting. By working alongside industry professionals, students can gain practical skills, industry insights, and networking opportunities that can help them succeed in their future careers.

3. Peer Learning: Peer learning involves students working together in small groups to collaborate, discuss, and solve problems. This approach promotes active engagement, critical thinking, and communication skills among students. Peer learning can be facilitated through group projects, study groups, and peer feedback sessions.

4. Simulation: Simulation exercises simulate real-life scenarios in a controlled environment, allowing students to practice their skills in a safe and structured setting. This approach is particularly beneficial for fields such as healthcare, aviation, and engineering, where hands-on experience is essential.

5. E-resources: E-resources, such as online textbooks, videos, simulations, and interactive modules, provide students with additional learning materials that complement traditional classroom instruction. These resources can help cater to diverse learning styles and enhance student engagement.

6. Research Projects: Research projects encourage students to explore a topic of interest in-depth, conduct independent research, and present their findings to their peers. This approach cultivates critical thinking, analytical skills, and creativity among students.

7. Role-Play: Role-playing activities involve students assuming different roles or perspectives to simulate real-life scenarios. This approach can help students develop empathy, communication skills, and problem-solving abilities.

8. Seminars and Presentations: Seminars and presentations provide students with opportunities to showcase their knowledge, research, and expertise on a particular topic. These events promote public speaking skills, research communication, and collaboration among students.

9. Field Trips and Industrial Visits: Field trips and industrial visits enable students to experience first-hand how concepts learned in the classroom are applied in real-world settings. These experiences help bridge the gap between theory and practice and foster a deeper appreciation for the subject matter.

Incorporating a diverse range of teaching and learning strategies can help create a dynamic and engaging learning environment that caters to the needs of advanced learners. Educators should leverage technology, incorporate experiential learning opportunities, and encourage collaboration among students

to foster a rich and interactive learning experience.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	97	68	37	22

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 32.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	23	20	18	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	**View Document**
Institution data in the prescribed format	**View Document**
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

St Francis College implements a comprehensive and transparent system for conducting internal assessments and resolving grievances if any regarding the system.

Mechanism of internal assessment-

- An Internal Assessment Plan is prepared at the beginning of each semester. meeting with the Examination Committee and Heads of Departments for planning and conducting Internal Assessments in line with external examinations of the University.
- To ensure transparency in the process of Internal Assessment, students are informed in advance about the weightage assigned for attendance, performance in unit tests, assignment marks, presentations, projects, etc.
- The Examination Committee conducts two tests: each for 20 marks for NEP Batch and 30 marks for Non-NEP Batch.
- Timelines for internal tests are integrated into the Academic Calendar for UG and PG and communicated to students and faculty.
- As per schedule, the Examination Committee sends a circular to all paper setters for submission of question papers. After the question papers are received, a Question Paper Audit is conducted, and necessary changes are requested if needed.
- The IA unit test timetable is sent via SMS to all students and class groups (WhatsApp).
- Room allotment is displayed on the notice board on the day of the examination.
- The Committee prepares an invigilation duty list and attendance sheets for the smooth conduct of internal tests.
- After completion of the exam, the answer scripts are submitted to the Examination Cell and distributed to subject teachers for evaluation. The evaluated scripts are shared with students for

performance discussions.
- The consolidated marks, which include Formative and Summative Assessments, are uploaded to BCU for Non-NEP and UUCMS portal for NEP.

1. **Mechanism of external assessment**:

- The university sends online exam fee notifications to the college, which are communicated to students through SMS and WhatsApp groups.
- Updating of course-wise credits for Open electives, languages, and all courses on the UUCMS portal.
- Individual course approval is done through principal login.
- Course mapping and course planning are done through HOD login.
- Consolidated student attendance and IA marks are uploaded.
- Once approved, a student hall ticket is generated which is issued to students.
- Requisition for answer booklets and submitting details of faculty for question paper collection is sent to Registrar, Evaluation.
- Student room allotment is displayed on the notice board.
- Updation of day-wise theory attendance along with packet number and bundle number generation.
- Commencement of exams
- Declaration of the result by the university
- Notification for online application for revaluation and photocopy for all courses is announced.

Examination Grievance Redressal System

Grievance redressal concerning evaluation at the college level:

Evaluated answer sheets of the tests are distributed to students in class and discussed. Issues relating to mark allotment and answering techniques are addressed either in class or after hours. Internal marks allocated by the subject teacher are shown to students. Any issues relating to grading or marks are addressed by the respective subject teacher. The College has a dedicated Liaison officer who resolves issues of discrepancy in University results (if any).

Grievance redressal concerning Evaluation at the University level: Students can apply for a photocopy of their answer sheet from the University by paying a nominal fee. This allows them to review the evaluation process, verify the totaling of marks, and if necessary, request a re-totaling to address any calculation errors.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution adheres to the principles of Outcome-Based Education (OBE) and establishes Course Outcomes for all programs in alignment with the syllabus provided by Bengaluru City University. The faculty follows Bloom's Taxonomy in the evaluation process of students. The POs are defined by the respective departments based on the vision, mission of the department and programme objectives as defined by the Bengaluru City University.

There are various ways of communicating the Outcomes to stakeholders as follows:

- **Orientation Day**- Awareness about COs and POs are communicated and explained to the students and parents at the beginning of the first year during the orientation program and for 2nd and 3rd years at the beginning of the academic semester.
- **Availability of COs and POs** - The copies of Course Outcomes and Program Outcomes are maintained in the respective departments, and IQAC for reference.
- **Institutional Website** – The Course Outcomes, Program Outcomes and Program Specific Outcomes are displayed on the institutional website to enable stakeholders to have access.
- **CO-PO Attainment Manual**- The Institution follows a mechanism to calculate the attainment levels of CO and PO and the same is defined in the manual.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

To assess student learning attainment levels.

Define COs and POs – Program Outcomes and Program Specific Outcomes are accomplished through curriculum. Course Outcomes are defined in alignment with the syllabus provided by BCU for each course and they are mapped to POs and PSOs.

Methods of mapping measurement levels (Direct and Indirect Methods)

- **Course Outcome and Program Outcome Matrix**: Establishing CO-PO matrix is an essential

step in achieving OBE. CO and PO Matrix indicates the co-relation between the courses and programs offered.

* **Course Outcomes and Setting Target Levels for Attainment of Course Outcomes:** COs are statements that describe the knowledge & abilities acquired by the student at the end of each course. After discussions at the department, the levels of attainment are framed.

Level -1: At least 50% of students score more than class average.

Level - 2: At least 60% of students score more than class average.

Level - 3: At least 70% of students score more than class average.

Set Target Level for Attainment of Program Outcomes: PO attainment target level is set/defined (at Level-3) by HODs in consultation with their faculty. It implies that department is aiming at minimum level 3 (Good) in the performance of the graduates.

CO Attainment Methodology and the Results of CO Attainment: The same target is identified for all COs of a course

External Examination

Average attainment = No of Average Student scoring more than class Average/Total No. of students.

External examination attainment level = Average score as per scale x 0.7 ………(1)

Internal Examination

Average attainment = No of Average Student scoring more than class Average/Total No. of students.

Internal examination attainment level =Average score as per scale x 0.3………………. (2)

CO Attainment=External examination attainment level (1) + Internal examination attainment level (2)

PO Attainment Methodology

PO attainment=Direct method (0.7) + Indirect method (0.3)

Direct Method Sum of COs of all courses / No. of Courses

Average score as per PO scale x 0.7

Indirect Method = Average score of Exit Survey and Employers Feedback

Average score as per PO scale for exit survey and employers feedback x 0.3

Indirect Method = Sum of student's response reached the expected level in answering the survey/ No. of Students responded.

Calculation of Attainment levels using the above CO and PO Methodology: MS Excel is used to calculate the attainment levels of COs and POs for all courses in institution. Attainment levels are shared with respective HODs.

Actions for CO Attainment: Courses having attainment lesser than **Level-2**, shall be addressed by planning remedial measures such as assignments, and remedial coaching by the respective HODs.

Actions for PO Attainment: PO having an attainment level lesser than **Level-3**, will be addressed by planning remedial measures for the corresponding courses with respect to PO.

Improvement areas: Attainment Levels are discussed in the Staff Meeting where the HOI highlights on the gap areas and low attainment levels and directs the HOD to follow up. The HOD's discuss the pros and cons and define strategies to overcome the gaps.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 80.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	433	298	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	536	368	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all students on roll as per 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 in the institution during the last five years (INR in Lakhs)

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

St. Francis College, Koramangala has taken significant strides in fostering innovation and promoting the Indian Knowledge System (IKS) within its ecosystem. The institution has recognized the importance of intellectual property rights (IPR) and has established an IPR cell to create awareness among students, faculty, and staff members about the significance of protecting intellectual property through patents, copyrights, trademarks, etc.

The institution has implemented various other programs and initiatives to facilitate the creation and transfer of knowledge and technology. These initiatives include research collaborations with industry partners, academic conferences, workshops, and seminars on cutting-edge technologies and emerging trends.

As a result of these efforts, the outcomes of St. Francis College's focus on innovation, IKS, patents, and research are evident. The institution has seen an increase in the number of patent filings by students and faculty members, as well as a rise in research publications in reputed journals. The college has also

witnessed the successful commercialization of several innovative products and technologies developed within its premises.

The institution has taken the following initiatives:–

- The Institution is a member of N-List (Information and Library Network Centre), DELNET (Developing Library Network), National Digital Library of India.

- The institution has established an Institution's Innovation Council (IC202324361) on the campus as per the norms of Innovation Cell, Ministry of Education, Govt. of India during the academic calendar year 2022-23. It had undertaken various activities prescribed by Innovation Cell, Ministry of Education, Govt. of India to promote Innovation and Start-up on campus during the IIC calendar year 2022-23.

- The institution with MoU with Rubixe (Think Ahead Innovations Pvt. Ltd) on 12.09.2023, Jalvath A, Advocate & IP Consultant on 01.06.2023.

- The institution has registered for KAPILA and YUKTI scheme on 16 November 2023.

- Kalam program for IP literacy and awareness was scheduled on 20 July 2022

- 9 Copyright is certified along with 11 Patents published and 1 granted to faculty in various patent-granting nations.

In conclusion, the institution has created a conducive ecosystem for fostering innovation, promoting the Indian Knowledge System, and facilitating the creation and transfer of knowledge and technology. The institution's focus on IPR, the establishment of an IPR cell, Incubation Centre, and other initiatives have contributed to tangible outcomes that have benefited the college community and the larger innovation ecosystem.

File Description	Document
Provide Link for Additional information	[View Document]()

3.2.2

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

Response: 51

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	9	6	2	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	2	5	2	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.99

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

2023-24	2022-23	2021-22	2020-21	2019-20
68	27	13	1	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

St. Francis College has been actively engaged in a wide range of extension activities over the past five years, aiming to make a positive impact on the neighboring community and sensitize students to social issues. These initiatives have yielded significant outcomes, contributing to the holistic development of our students while fostering positive change in the community.

Community Development and Welfare

Our extension activities have directly addressed pressing community needs. Initiatives like "Community Connect," "Rebuild Together," and "Serve and Sustain" have focused on infrastructure development, disaster relief, and community empowerment. These efforts have improved living conditions, enhanced community resilience, and strengthened local governance.

Health and Wellness

Promoting health and well-being has been a key focus. Campaigns such as "Health at Your Doorstep," "Yogathon," and "Restore Our Waters" have provided essential healthcare services, promoted healthy lifestyles, and addressed environmental health concerns. These initiatives have significantly improved the health outcomes of the community.

Environmental Sustainability

Preserving the environment has been a priority. Activities like "Forest for Future," "Plant for the Planet," and "Breathe Life into Our City" have focused on tree plantation, waste management, and urban greening. These efforts have contributed to environmental conservation, improved air quality, and enhanced biodiversity.

Social Awareness and Advocacy

Our extension activities have played a crucial role in raising awareness about social issues. Campaigns such as "Choose Life, Not Drugs," "Act Against AIDS," and "Break the Chains" have addressed drug addiction, HIV/AIDS, and other pressing social problems. These initiatives have empowered students to become advocates for social change and have fostered a sense of responsibility towards their community.

Student Development

The extension activities have not only benefited the community but have also had a profound impact on our students' personal and professional development. By participating in these initiatives, students have gained valuable skills such as leadership, teamwork, problem-solving, and empathy. They have also developed a strong sense of social responsibility and a commitment to making a positive difference in the world.

Over the past five years, St. Francis College's extension activities have made a significant contribution to the development of our neighboring community and the holistic growth of our students. Through our efforts in community development, health and wellness, environmental sustainability, and social advocacy, we have addressed pressing community needs, promoted positive change, and empowered our students to become engaged citizens. The impact of these activities is evident in the improved quality of life for the community and the enhanced social consciousness of our students.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

St. Francis College has consistently demonstrated its commitment to serving the community through a wide range of extension activities. Our efforts have been duly acknowledged by government and government-recognized bodies, reflecting the positive impact we've made.

One notable recognition came from the Kannada and Cultural Department of the State Government of Karnataka. Their appreciation for our efforts to promote local culture and art forms underscores our

dedication to preserving and promoting the rich heritage of our region.

Our contributions to health and well-being have also been recognized. Both the Kidwai Memorial Institute of Technology and the Lion's Blood Centre have lauded our participation in blood donation drives, highlighting our commitment to saving lives.

A significant milestone was achieved when St. Francis College was awarded the **Apex SDG Award.** This prestigious recognition certified us as the District Eco-SDG Champion 2023 for Bengaluru District, with an Outstanding Performance Grade of 'S'. This award acknowledges our institution's active involvement in Sustainable Development Goals and Social Responsibility, demonstrating our dedication to contributing to national development.

Our extension activities are centered around several key themes, including Community Development and Welfare, Education and Skill Development, Health and Nutrition, Environment and Sustainability, Social Issues, and Culture and Heritage.

In the realm of Community Development and Welfare, we have focused on initiatives such as urban development, women empowerment, child development, elderly care, disaster management, health and sanitation, nutrition, and food security. Our efforts have empowered individuals and communities, improving their quality of life.

Education and Skill Development have been integral to our extension activities. We have promoted adult literacy, vocational training, skill development, entrepreneurship development, digital literacy, and environment education through awareness programs. These initiatives have equipped individuals with the knowledge and skills necessary for economic empowerment and personal growth.

Health and Nutrition have been prioritized in our extension work. We have provided preventive healthcare, primary healthcare, nutrition education, health education, family planning, and mental health services. These initiatives have contributed to the overall well-being of the community.

Our commitment to environmental sustainability is evident in our focus on climate change mitigation and adaptation, biodiversity conservation, waste management, renewable energy, water conservation, and disaster preparedness. These activities have helped to protect the environment and ensure a sustainable future.

Addressing social issues has been a core focus of our extension activities. We have worked towards poverty alleviation, social justice, human rights, gender equality, child protection, and drug abuse prevention. Our efforts have aimed to create a more equitable and just society.

Finally, our dedication to preserving cultural heritage is reflected in our initiatives related to cultural preservation, heritage conservation, folk arts and crafts, and traditional knowledge. We strive to keep these traditions alive and pass them on to future generations.

In conclusion, St. Francis College has consistently demonstrated its commitment to serving the community through its extension activities. The awards and recognitions received from government and government-recognized bodies are a testament to our positive impact. We remain dedicated to making a difference in the lives of individuals and communities, contributing to a better future for all.

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

3.4.3

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

Response: 16

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	2	1	0	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Located in the heart of the city, the college boasts an extensive infrastructure, featuring four state-of-the-art computer labs and 68 classrooms equipped with advanced teaching tools like LED displays and projectors. For students in the IDD program, the college provides specialized facilities, including a Welding and Carpentry Unit. The teaching and learning in college is further enhanced with ICT-enabled facilities, such as Learning Management Systems (LMS), designed to elevate academic excellence. Additionally, the college is home to a dedicated Airport and Aircraft Training Lab, offering hands-on experience with equipment like X-ray Scanning machines, grooming rooms, conference rooms, mock aircraft cabins, and metal detectors. Additionally, the campus houses a Counselling Room and Nurse to support student well-being and medical needs. The college also hosts an Institution's Innovation Council (IIC) to foster creativity and entrepreneurship among students.

To foster an all-around teaching and learning environment, the campus includes numerous amenities, such as dedicated spaces for entertainment, sports, and cultural activities, including a dance room, music room, sports room, and a gymnasium with locker facilities. The campus also features a reprographic center, a bank with an ATM and a canteen facility. The college has adequate parking space for students and staff, Security Personnel, round the clock CCTV surveillance, fire extinguishers and drinking water dispensers are placed on all floors.

Other Physical Facilities include:

- **Academic and Extracurricular Spaces**: An auditorium, a well-equipped board room, 2 seminar halls, and a quadrangle, all with ICT integration.

- **Exam Cell**: Equipped with a personal computer, 1 printer, and 1 photocopier.

- **NSS Room**: Equipped with necessary facilities for NSS activities.

- **NCC Room**: Equipped with necessary facilities for NCC activities.

- **Sports and Games**: Sports room and an indoor games room with a table tennis table, carrom, chess, etc.

- Outdoor and indoor gymnasium with necessary equipment for students and staff.

- **Library**: Features 2 reading rooms and a reference section. Library is RFID enabled, fully automated with an Integrated LMS supported by Easylib Cloud Version and is registered with the NDLI. Online resources like DELNET, INFLIBNET, e-journals, and e-books are available.

- **Restrooms**: 7 girls' restrooms, 7 boys' restrooms, and 7 staff restrooms.

- **Administration Room**: Equipped with personal computers, printers, wi-fi, and LAN facilities.

- **Principal's Chamber**: A personal computer, a printer, and an intercom.

- **Digital Signage**: Display announcements, schedules, and event information.

- **Documentation Rooms**: 2 rooms with secure cabinets, shredding equipment, high-quality scanners and printers.

- A placement office to support students' training and placement.

- **Hostel**: Furnished rooms with high-speed internet, on-site laundry facilities, and 24/7 security with CCTV surveillance and security personnel.

- **Power Supply**: Ensured by generators and UPS systems.

- **Recreation**: A green gallery for student recreation.

- **Music and Dance Rooms**: Well-equipped facilities for music and dance.

- **Technical Support Centre:** Technical Support to Students, Faculty & Staff.

- **Vending machines for sanitary pad**

- **Canteen**: For students and staff

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 41.11

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

2023-24	2022-23	2021-22	2020-21	2019-20
220.77	208.39	159.03	160.77	320.53

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The SFC Library started in 2019 and is housed on the ground floor of **St. Francis College.** The library covers an area of 247.14 square meters (2,720 sq. ft) providing different sections like Stock Section, Circulation Section, and E-Library. Two separate reading rooms including a periodical section established in front of the library with 150 seating capacity each and good furniture. The library has sufficient windows, modernized focus lights, and fans.

St. Francis College library has been fully automated with an Integrated Library Management System (ILMS) supported by **"Easylib software 6.2a- Web Version**", since August 2019. The same software was upgraded to "**Easylib Software 6-4a Cloud Version"** in July 2024. The library functions in areas such as Acquisition, Member Registration, Circulation, Cataloguing, Stock verification, WebOPAC, Overdue list, Fine statements, etc.

The library implemented a Biometric system for footfalls and circulation in collaboration with Easylib Software and 2CQR Automation Limited Chennai, in February 2020 but effectively started from August 2021. The SFC library also implemented Radio Frequency Identification (RFID) in December 2022. All the books are bar-coded and also RFID tags are pasted and tagged with 2CQR software.

The Library Advisory Committee comprising heads of the departments gives timely suggestions for the overall development of the library. As of now, the library has got collection of **16,418 volumes with titles of 5,850,** the latest editions 24 volume set of World Book Encyclopaedia. A good number of books exclusively related to competitive exams, UGC/NET exam books, 42 national and international journals, 340 Project Reports, 143 CDs/DVDs 10 magazines, and 10 newspapers. A separate book bank facility is provided for students belonging to SC/ST categories. The library subscribed to INFLIBNET, DELNET, NDLI, and E-Shodh Sindhu membership since 2020. An Open Access system is adopted and internet facilities with Wi-Fi are provided to access E-resources. Exclusive 27 systems are provided to E-Library to facilitate uninterrupted browsing. An average amount **of Rs. 92,95,375** has been spent on these developments in the past 5 years.

The Library is user-friendly. To encourage reading habits amongst the students and teachers **"Best Library User Award" was introduced in the year 2023-24 and was** given to students and faculties during the celebration of Librarian's Day. Sincere efforts are made to develop the library in all dimensions. The Library is a gateway to a world of Information. The Staff and students have unlimited access to a wealth of information found in resources like books, magazines, journals, handbooks, and annual reports. Books are accessioned and organized according to Dewey Decimal Classification (DDC). Library circulation policy through software has been effectively implemented since July 2021.

Library Services:

1. Circulation Service
2. E-Resources Facility
3. SC/ST Book Bank Facility
4. Reference service
5. Referral Service
6. Reprographic service
7. OPAC
8. Newspaper Clipping Service
9. Current Awareness Service
10. Library Orientation
11. Selective Dissemination of Information Service
12. Internet with Wi-Fi Service

Library Institutional Membership:

1. DELNET
2. INFLIBNET
3. NDLI
4. E-Sodh Sindhu
5. Shodhganga (Open Access)

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

St. Francis College, Koramangala, emphasizes providing state-of-the-art IT facilities to its students and faculty members. To ensure a conducive learning environment, the college frequently updates its IT infrastructure to emulate technological advancements. Below are the key aspects of the college's IT facilities and infrastructure:

1. Computer Systems and Specifications:

465 computers across multiple labs; equipped with the latest software and hardware featuring Intel 258 i3, 93 i5, and 114 i7 processors to meet a wide range of academic needs.

- **Computer Labs:** Four computer labs equipped with advanced technology to facilitate a productive learning environment. Each lab includes:
- **Projectors**: For delivering lectures and interactive presentations.
- **Printers & Copiers**: Each lab is outfitted with its printer and copier, providing students convenient access to printing and copying services.

2. Virtual Learning Environment

St. Francis College provides a robust virtual learning environment where students can access e-books, online journals, lectures, and other educational resources.

3. Printing Facilities

College has established a comprehensive network of printers to address the diverse needs of our campus community:

Staffroom: 12 printers

Accounts Office: 3 printers

Admin Office: 5 printers

Computer Labs: Each lab is equipped with a printer for students.

Additionally, there are 13 printers distributed across various campus locations, ensuring efficient and timely printing services.

4. Wi-Fi Services:

Wi-Fi networks have undergone significant enhancements to meet contemporary demands. Originally operating at 100 Mbps, our current high-speed connection delivers 300 Mbps.

This robust infrastructure is managed through 82 network switches and supported by 62 Wi-Fi devices. The college also provides WiFi access for visitors and guests attending events or meetings on the campus, facilitating communication and collaboration.

5. Network Management and Security

The security framework includes a Netgate firewall, which provides robust protection against potential cyber threats.

6. Software and Cloud Solutions

The IT infrastructure features a suite of licensed software and services that are consistently updated to maintain relevance and efficiency.

Operating systems: Windows 10 and Windows 11

MS Office 365: Essential productivity tools for both students and staff.

College streamlines administrative processes with Linways ERP and HRMS systems, while communication needs are addressed through GSuite email services for staff and the MSG91 and HoneyKode Technologies platforms for bulk SMS communication, ensuring effective and timely dissemination of information.

Cloud storage solution, SFC DOCS, offers 250 GB of space with integrated ransomware protection, ensuring the safety of our critical data.

7. Technical support center

- Provides Technical Assistance to Instructors, Staff, and Students
- Setting Up and Taking Care of Hardware, Networks, and Software
- Taking Care of Linways (LMS), HRMS, and SFC DOCS (Cloud storage)
- Supervising the Upkeep of Access Control and CCTV Systems
- Providing Staff and Student ID Cards
- Offering Services for Video Conferencing
- Handling Digital Signage Systems

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

4.3.2

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

Response: 15.54

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

Response: 184

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 54.49

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
427.26	445.76	189.18	224.75	130.79

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
1917	1692	1546	793	206

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 75.85

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

2023-24	2022-23	2021-22	2020-21	2019-20
2190	1386	1724	428	310

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 38.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
207	140	1	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	536	368	0	0

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 4.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	17	4	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 17

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	2	0	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 16

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

2023-24	2022-23	2021-22	2020-21	2019-20
43	26	5	1	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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 College Alumni Association registers all graduating students and has a strong alumni network. Association objectives:

1. Foster a lively forum for former St. Francis College students to share experiences, and information, and build a strong network for professional progress and bonding.
2. To provide a platform for preserving the institution's memories, affiliations, and traditions.
3. To provide continuity by connecting previous and current students, staff, and management of the institution.
4. Foster and develop tight relationships between St. Francis College and its alumni to enhance industry contact, admissions, internships, placement, support and motivate exceptional graduates to seek further education.
5. Utilize alumni expertise for knowledge-sharing programs like talks, FDPs, training, and conferences.
6. Promote social events, sports, and cultural contests.

The recent selection of Ms. Divya G (batch of 2021-23 PG) as a staff member in the Management department is remarkable; she is an alumnus of the college.

Formation of Office Bearers and Constitution of Bylaws:

The alumni association has formally established its structure by forming office bearers, ensuring a systematic approach to engage with the alumni community. This includes the creation of bylaws that guide the association's activities, ensuring transparency, inclusivity, and a well-organized framework for operations. The office bearers, consisting of prominent alumni and faculty members, are responsible for planning and executing various initiatives that benefit the alumni and the institution.

Support in Academic and Extracurricular Activities: Several alumni have played a pivotal role in supporting the college by leveraging their expertise in various fields:

Academic Contributions: Alumni like Ms. Sindu G (batch of 2019) have engaged as visiting faculty, contributing to academic enrichment by teaching specialized subjects such as Business Analytics and Marketing Analytics to 5th-semester BBA students. This enhances the curriculum and provides students with practical insights from industry experts.

Sports Training: Alumni such as Mr. Siddana Veeraprakash Ramanaiah (batch of 2020) and Mr. Vignesh P (batch of 2020) have contributed significantly by training the college's football and table tennis teams, respectively. Their involvement ensures that students receive high-quality coaching, which improves the college's performance in these sports.

Cultural Contributions: Alumni like Mr Praveen Kumar S (batch of 2019) have taken on roles as band instructors, fostering the college's cultural environment. His guidance has been crucial in nurturing musical talent and organizing performances that elevate the college's cultural profile.

Guest Lectures and Domain Expertise:

In addition to teaching and training, many alumni like Mr Guna Shekar N (batch of 2019), Mr Rakshith M (batch of 2019) Mr Nagaraju B G (batch of 2020) have also returned to the college to deliver guest lectures on their areas of expertise. These sessions are invaluable as they provide current students with

exposure to real-world challenges and industry trends. Such interactions also help in building a bridge between the academic world and industry practices, preparing students for their future careers.

Overall, the alumni engagement initiatives have created a robust network of support for the college, enhancing the academic and extracurricular experiences of students. This ongoing collaboration ensures that the institution remains connected with its alumni while benefiting from their expertise and experience.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

St. Francis College, Koramangala, governance and leadership play a crucial role in ensuring that the vision and mission of an institution are realized. This involves aligning various institutional practices with the core values and strategic goals set by the institution.

Vision: To be a chrysalis, where young students are transformed into graduate / postgraduate entrepreneurs and innovative leaders of tomorrow's world, consistent with the Franciscan vision of integrity, peace, and love.

Mission: To churn out highly competent graduates/postgraduates with a commitment to result-oriented work, a perennial zest for learning, a quest for excellence, an open mind, and the universal values of honesty, dignity, and mutual care.

The vision and mission of St.Francis College, Koramangala focus on providing quality education, fostering innovation, and promoting the holistic development of students. The institutional governance and leadership at St.Francis College, Koramangala, ensure that all decisions and actions are in alignment with the institution's vision and mission. This is reflected in the strategic planning processes, resource allocation, and key performance indicators set by the institution.

Quality Policy: To be the most preferred Graduate/Postgraduate college, equipped with state-of-the-art facilities, to develop professionally qualified graduates/postgraduates, who will transform into the entrepreneurial class of value-based innovative global industry leaders of the future, by imparting comprehensive, and relevant graduate/postgraduate education, through highly competent, dedicated staff and learning resources, meeting customer and statutory/regulatory requirements, enhancing customer satisfaction and ensuring the continual improvement of QMS processes.

Sustained Institutional Growth: St. Francis College, Koramangala aims for sustainable growth in terms of academic excellence, infrastructure, research output, and student enrollment. The institutional leadership has implemented effective strategies for achieving sustained growth. This includes continuous monitoring of key performance indicators, strategic partnerships, faculty development programs, and infrastructure expansion projects.

Decentralization: St. Francis College, Koramangala, has adopted a decentralized governance model to empower different departments and units to make decisions autonomously. The institution has established clear policies and guidelines for decentralized decision-making processes. This allows for quicker responses to challenges, promotes innovation, and fosters a culture of accountability at all levels

of the institution.

St. Francis College, Koramangala, encourages active participation from stakeholders in the governance processes. The institution holds regular meetings, forums, and town halls where faculty, students, staff, and alumni can provide feedback and contribute ideas. This inclusive approach ensures that various perspectives are considered in decision-making processes.

Short-term and Long-term Institutional Perspective Plan: The institute has developed a comprehensive institutional perspective plan that outlines the strategic goals and action steps for the short-term and long-term future.
The institutional leadership reviews and updates the perspective plan regularly to ensure that it remains relevant and aligned with the institution's vision and mission. This plan serves as a roadmap for achieving key milestones and addressing challenges systematically.

In conclusion, the institutional governance and leadership at St. Francis College, Koramangala, demonstrate a strong commitment to realizing the institution's vision and mission through practices such as NEP implementation, sustained institutional growth, decentralization, participation in institutional governance, and adherence to their short-term and long-term Institutional Perspective Plan.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is a critical component of any organization as it outlines the long-term vision, goals, and strategies to achieve desired outcomes. Effectively deploying and operationalizing this plan requires the presence of efficient institutional bodies, robust policies, streamlined administrative setup, well-defined appointment procedures, and clear service rules and procedures.

Institutional bodies such as governing bodies, executive committees, and advisory boards play a pivotal role in overseeing the implementation of the institutional perspective plan. The effectiveness of these bodies can be assessed based on their decision-making processes, strategic guidance, monitoring mechanisms, and accountability structures. Regular meetings, clear communication channels, diverse representation, and adherence to ethical standards are essential for the smooth functioning of these bodies.

Policies: Policies provide a framework for decision-making and set the direction for the organization

thorough review and update of policies to align with the institutional perspective plan are essential. Policies related to governance, finance, human resources, procurement, and risk management should reflect the strategic priorities outlined in the plan. Monitoring compliance with policies and ensuring they are regularly reviewed and updated is crucial.

Recruitment

Transparent and merit-based appointment procedures are essential for building a competent workforce. Recruitment, selection, promotion, and performance evaluation processes should be aligned with the organizational goals and values. Adherence to legal and ethical norms in recruitment practices, diversity and inclusivity considerations, and performance-based incentives are key elements in ensuring effective appointment procedures.

Recruitment and Service Rules

- The institution follows a set of guidelines to ensure a fair, transparent, and effective hiring process.
- The job vacancies are published in appropriate channels such as newspapers, online job portals, institution's website to reach a wide and diverse pool of candidates.
- The panel's members include the Principal, Director, Head of the Department, internal subject experts, and external subject experts for the recruiting process.
- The recruiting process consists of a demonstration on a relevant subject topic, a personal interview, and a panel interview.
- The process is done to select a candidate whose perspectives can drive innovation, growth, and fit for the specific role of the organizational culture.
- We also maintain a service book register for all employees.

In conclusion, the effective deployment and functioning of the institutional perspective plan rely on the seamless integration of institutional bodies, policies, administrative setup, appointment procedures, and service rules and procedures. Regular monitoring, evaluation, and continuous improvement in these areas are essential for achieving organizational goals and delivering quality services. Having a robust framework supported by relevant documents facilitates transparency, accountability, and overall effectiveness in institutional operations.

File Description	Document
Provide Link for Additional information	[View Document]()

6.2.2

Institution implements e-governance in its operations

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

4.Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

St. Francis College has taken various initiatives towards the welfare of teaching and non-teaching staff to improve their efficiency, growth, physical fitness, and social empowerment.

Welfare Measures for Teaching and Administrative Staff are classified as under:

1. Monetary Benefits:

- Annual Medical insurance

- Gratuity benefits

- ESI benefits

- Contributory Provident Fund

- Leave Encashment for Casual Leave.

- Group Insurance for accidents is facilitated.

- Fee concession is provided for employee's children in our own and sister institutions.

- On-time full salary credited to staff during the COVID-19 pandemic.

- Reimbursement of participation fees for paper presentations in selected conference and journal

- Partial payment of fees for Eudoxia to facilitate Research

- Payment for medical treatment of staff on a need basis.

- Financial assistance to pursue Ph. D

- Financial assistance for medical expenses

2. Non-Monetary Benefits:

- COVID Test and COVID Vaccination drive was conducted for all staff members and students.

- In-house Medical facilities for immediate medical attention.

- Maternity leave benefit of 180 days with salary as per statutory limits. Faculty can extend their maternity leave with due permission.

- Counselling services for faculty by a professional counsellor.

- Uniform for support staff

- Annual Events are organized for staff and management on Teacher's Day and Founder's Day and staff members are recognized for their work with gifts, prizes and awards.

- Felicitation of staff member on completion of Ph.D.

- Award and recognition of Faculty members for securing patents or awards at the State/National level.

- Access to Gym and Sports facility to employees for their physical well-being. Various sports tournaments are periodically organized for staff.

- Event/Picnic/Outstation trips are organized for staff every year.

- Staff Welfare programs are organized for Non-Teaching and House Keeping Staff.

Performance Appraisal System

St. Francis College has developed a Performance Appraisal System - ART for 360? for appraisal of faculty members. Self-Evaluation and Faculty Performance Evaluation Form are required to be filled by all teaching staff and are appraised by HoD, Principal, and Director for considering promotion and increments. Faculty feedback from Students is recorded via Linways twice in an academic year as a part

of e-Governance initiatives.

Career Development / Progression

St. Francis College facilitates and encourages all its Staff members for Career Development by giving OD Leave facility to attend seminars, conferences, workshops, and refresher courses.

Faculty Development Programs (FDP), Management Development Programs (MDP), and Awareness Programs are organised and funded by the college. The college also sponsors Faculty to participate in various FDP and MDP programs organised by AICTE and other Universities / Colleges.

The college library has taken subscriptions for faculty members and students for access to several e-journals and has purchased licensed versions of Software like SPSS, Tableau, Drill-Bit, etc. to facilitate Research and Development of faculty members and enhance the Knowledge Database. Sabbatical Leave is also granted to faculty members to pursue higher education.

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

6.3.2

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

Response: 0.96

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**

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	1	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 50.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
64	75	40	24	17

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	33	21	15	11

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution will secure and allocate funds to ensure adequate budgetary support for its prospective growth. This includes the holistic development of students and the welfare of staff. The institution will establish a conducive and sustainable learning environment that supports academics, research, cultural activities, sports, games, and extension activities. By integrating technology and adopting e-governance practices, the institution aims to fulfill its mission effectively.

Mobilisation of funds

The college strives to achieve excellence through academic service to humanity. This commitment is supported by a well-planned budget that guides the mobilization and optimal utilization of funds. This financial planning ensures that resources are allocated efficiently to support the institution's mission and objectives, enabling it to deliver high-quality education and services to its community.

- The college has operated as a self-financed higher educational institution.
- The primary source of funds is the tuition fees from various programs. The college does not accept any donations or capitation fees. Additional funds are provided by the Trust.

Optimal utilisation of resources

The finance committee is responsible for planning, controlling, and overseeing the allocation and use of funds.

- The budget allocation has been optimally utilised for remuneration for faculty and staff.
- The funds allocated for the creation and maintenance of infrastructural facilities are utilised

optimally.

- The budgetary allocation is made for staff welfare measures as well as to conduct various academic activities such as seminars, conferences, workshops, FDPs, training, guest lectures and other curricular activities.
- Adequate fund allocation is made for sports, games, and cultural activities, promotion of research, innovation and consultancy
- A deliberate effort is undertaken to allocate and utilize funds to foster the development of an inclusive and environmentally sustainable campus.

The institution conducts internal and external financial audits regularly

The college has established procedures for both internal and external audits. An important aspect of the internal audit process is the oversight of financial management practices. The Finance Committee conducts the internal audit, which includes reviewing the budget and expense statements every quarter. External financial audits are performed by a specialized audit firm and the Annual Inspection of financial spending by the Local Inspection Committee(LIC) appointed by the university.

Internal audit:

- The Finance Committee oversees the institution's financial management. The Director and Principal, who chairs the Finance Committee, hold a meeting to review the income and expenditure accounts prior to the annual external financial audit.
- Departments, clubs, and Committees submit an annual budget for their activities to the finance committee at the beginning of the academic year.
- The annual budget of the institution is prepared after scrutiny and consolidation of the annual budgets of departments. The Committee reviews and approves the budget.
- The inventory audit is performed to assess and verify the equipment, computers, furniture, fixtures, and infrastructure within the department and administrative offices.
- The library stock verification is carried out by the library committee.

External Financial Audit:

Lawrence Tellis and Associates Chartered Accountants and Co. from Bangalore have conducted the external audit. The accounts section promptly implements the recommendations and observations provided by the audit firm.

- Monthly and quarterly TDS compliance
- Receipts and Payments
- Financial statements
- Legal compliance

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC ensures quality in the institution at various levels like teaching, learning, evaluation, and infrastructure for providing academic support.

The IQAC of the College is constituted to achieve the following objectives:

- Orientation Program for students: An orientation program for 1st year graduation students along with the departmental General Orientation program.
- Development and Application of quality benchmarks/parameters for the various Academic and Administrative activities of the Institution
- Retrieval of Information on various quality parameters of Higher Education and best practices followed by other Institutions
- Organization of workshops & seminars on quality-related themes & promotion of quality circles and institutions wide dissemination of the proceeding of such activities
- Development and application of innovative practices in various programs/activities leading to quality enhancement

1. **The Teaching Learning Process** has been enhanced, reviewed, and redesigned over the past 5 years.

   i) Lesson Plans like the proposed plan and actual plan, A Work diary regarding the daily process of the respective subjects, and Course Outcomes should be prepared.

   ii) Information communication technology tools are digital infrastructures such as computers, laptops, desktops, LCD Projectors, Software programs, printers, Scanners, and interactive are being used in the classrooms and labs for conducting interactive classes.

iii) During the pandemic situation online classes, Online Assessments, and Online Assignments were conducted by the institution.

iv) Online Classes, Online Assessments, and Online Assignments were provided through Zoom meetings/Google Classrooms.

v) Web-based learning like online course content, discussion forums via mail, videoconferencing, and live lecturers is being implemented for the students in the institution to enhance the quality of the education.

vi) Student-centric methods such as experimental learning (Learning by doing, Project designs, Minor

projects, major projects, industry internships, and fieldwork), participative learning (Seminar, home assignments, presentations, Group discussions, case analysis, and role plays), and problem-solving methodologies (Hackathon, Case studies and collaborate technical forums) are used for enhancing learning experiences.

vii) Students were evaluated using both formative assessments like homework exercises, Q&A sessions, and self-evaluation of performance and progress.

viii) Students were also evaluated using summative assessments like Final examinations, Student evaluation of the course, and project implementation.

2. Learning Outcomes: Outcome-based education is assessed using the Assessment tools and processes used for measuring the attainment of each Program Outcome (POs) and Program Specific Outcomes(PSOs).

3. Feedback: Students provide their feedback on the quality of the academics and administration of the institution to enhance the quality of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute ensures equal participation of male and female faculty and students in committees, leadership roles, and academic and administrative tasks. Both genders share responsibilities in event planning, athletics, and cultural activities, while equal opportunities are provided for participation in conferences, workshops, and seminars. The institution prioritizes a fair and inclusive environment, promoting gender equity through a range of programs.

To promote gender sensitization, the institute organizes activities such as workshops, seminars, guest lectures, street plays, and poster exhibitions. These activities aim to raise awareness among students about gender equality, and the rights of women, and create a supportive environment for girls. Notable events include a seminar on **"Gender Equity and Awareness",** a poster-making competition on gender-based violence, and a workshop on "Personality Development and Grooming for Girls," which focused on empowering female students with soft skills for career advancement. Additionally, street plays and awareness campaigns were held to promote women's rights and combat violence.

Awareness Programs: The institution also hosts awareness programs under its Health Club, including a Menstrual Hygiene Management Awareness Program, Walkathons on International Women's Day, and workshops on feminine hygiene and personal development. Special events like Mother's Day and Women's Wellness Day feature prominent speakers.

Facilities: The campus provides essential facilities for women through various committees like the Women's Grievance Redressal Committee, the Committee for Prevention of Sexual Harassment, and the Gender Sensitizing Cell. These groups ensure a safe and healthy environment for female students and staff, addressing grievances, preventing harassment, and providing counseling. A dedicated Women's Counselor is available to support students in building confidence and making informed career choices, while faculty members serve as mentors.

Women's Safety: The institute places high importance on safety, with CCTV cameras installed across campus and committees such as the Student Council, Disciplinary Committee, and Anti-Ragging Committee ensuring a respectful atmosphere. Additionally, a Girls' Sick Room, equipped with necessary medical facilities and a female nurse, is available for unwell students.

Miscellaneous: Other key amenities include sanitary pad vending machines in the girls' washrooms and a daycare facility (creche) for employees' children. Female employees also receive maternity leave benefits.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

The vision and mission of the institution focus on building a nation of youth with noble thoughts, positive attitudes, integrity, and social responsibility. Institution is proactively taking efforts to promote better education, economic upliftment of the needy, and communal harmony. The institution strongly believes in creating a healthy and inclusive environment respecting various belief systems, cultures, and traditions with utmost respect and tolerance. The institution's efforts are directed toward building a harmonious society considering regional, national, and global commonalities and differences. Several activities were conducted to build and promote an environment for ethical, cultural, and human values and promote harmony among students and staff.

Our college has implemented several initiatives, such as the Days of Eminent Personalities, and National Festivals to create an inclusive atmosphere by uniting teachers and students from all backgrounds on one platform for establishing a conducive atmosphere. These roles support the growth of harmony and tolerance towards differences in language, culture, geography, and society as well as in social and economic conditions within communities.

Sensitization of students and employees of the institution is addressed through curriculum as well as extra-curricular activities. Many of the subjects offered have topics that sensitize the students about constitutional obligations. In order to achieve these objectives SFC has introduced mandatory courses like "Constitution of India and Environmental Studies" to all U.G students across disciplines.

SFC staff and students jointly celebrate cultural and regional festivals like the Annual College Fest, Kannada Rajyotsava along with festivals like Onam, Ayudha Pooja, and Dussehra, Christmas celebrations etc. In order to conduct various cultural, sports, and other activities, the institute has well-established sports and cultural committees. The infrastructure to conduct these activities includes a well-

equipped Quadrangle stage, seminar halls, and sports complex (indoor, outdoor, gymnasium).

Cultural activities include Ethnic Day celebrations to build tolerance and harmony towards cultural and regional diversities. Inter-class competitions and fashion shows are organized to manifest the roots of Indian Culture and attire.

Socioeconomic Extension activities in the neighborhood community to sensitize students to social issues and their impact. The active role of NSS/NCC/ISR volunteers in offering community services every year (especially crucial during the pandemic). Regional inclusiveness through various cultural programs at every level.

Linguistic activities are conducted through active language clubs to promote prominent languages.

Sensitization to Constitutional Obligations & Communal Harmony is maintained through various activities throughout the year by NSS/NCC/ISR cells.

File Description	Document
Provide Link for Additional information	[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:

1: Digitalization and ICT-enabled learning environment:

The integration of ICT into the classroom allows teachers to alter their teaching practices and content, as technology enables the learning process to be more creative, engaging, and authentic. To achieve this St. Francis College has adopted an advanced Learning Management System (Linways) for academic operations. Cloud interface platform (SFC docs) as a central repository for all the documents.

- **To Enhance Learning Outcomes** by leveraging digital tools and resources and cater to diverse learning styles and abilities.
- **To increase student Engagement and Participation** in the classroom by creating more interactive and dynamic lessons that capture the attention of students.
- **To enable seamless collaboration** and data sharing across the members making data integration from various sources and applications.

Educating Generation Z or digital native students with traditional teaching methods was not fascinating and led to disengagement and boredom. Students also had very limited access to a wide range of educational resources and information. St Francis College decided to integrate ICT in classroom teaching

and learning management systems (Linways) for academic enrichment.

ICT tools in teaching and learning.

Digital projectors and displays - All 68 classrooms and 2 seminar halls are well equipped with advanced projectors and display screens.

Audio-visual equipment - Most of the classrooms are equipped with audio systems and also Laptops and portable speakers are available.

Internet connectivity and Wi-Fi - To provide students with convenient access to online resources, digital learning materials, and collaboration tools.

e-Resources - The college had well well-equipped e-library facility for the students to access diverse resources 24/7 from anywhere with an internet connection.

- Total E books available-**2,06,468.**
- Total E-Journals available-**7193**.
- Inflibnet database, Delnet database, National Digital Library of India database.

LMS -Linways

Linways is effectively used to enhance the student's interest in learning, as well as facilitate continuous evaluation by providing them with immediate and 24 x7 access to lecture materials and other supportive learning content with remote access from anywhere

Evidence of success

- **University Ranks:** Through active engagement and continuous support with study materials through our LMS, 15 of our students from the 2019-20 Batch and 14 students of the 2020-21 Batch of different programs bagged University ranks.
- Linways platform provides data on outcome-based education including academic planning, online feedback, online exams, result analysis, rubrics, assignments, student detail, mentoring, student leave management, and course file data, **all faculties of the institution are successfully using our LMS(Linways).** The reports generated using LMS are supportive of the institute's planning. It also helps in recognizing needy students i.e. slow learners and assists with their needs which progress their performance.
- **68 classrooms and 2 seminar halls are equipped** with advanced digital projectors and display screens to make learning more interactive and engaging.
- All **faculties** are provided with collar mics to ensure the maximum attention of the students in the classrooms.
- **All 68 classrooms and 2 seminar halls are equipped with inbuilt audio systems, 10 classrooms** are equipped with additional speakers, and **10 portable speakers** are made available for faculties to engage students with audio-visual resources.
- **At present all the students** of the college are successfully using LMS (Linways) to access study materials and keep track of their attendance and academic progress. The SFC Docs used by the college act as a cloud interface of the whole college provide transparency of the information and facilitate the exchange of this information between various departments.

2: Skill Up-Academic enrichment beyond classrooms.

The objectives of academic enrichment beyond the classroom are:

- **Real-world applications:** To provide opportunities for students to dive deeper into subjects that interest them, beyond the regular curriculum by connecting academic concepts to real-world scenarios, making learning more relevant and applicable.
- **Developing soft skills**: To foster essential life skills like people management, critical thinking, problem-solving, communication, teamwork, and collaboration.
- **Exploration and discovery**: To encourage students to explore new interests, passions, and talents outside of traditional academics by creating enjoyable learning experiences that spark curiosity and a passion for lifelong learning.
- **Increased Engagement:** Making learning more dynamic and interactive to keep students motivated and engaged.

St. Francis College decided to implement academic enrichment beyond the classroom for several strategic and educational reasons. We acknowledge that the curriculum alone would not help them attain the skills or the proficiency that the industry requires. The departmental clubs allow students to meet like-minded people and build long-lasting connections with mentors and peers which helps them in their holistic development, career preparation, personal growth, and skill development.

Evidence of Success: Evidence of success in academic enrichment beyond classrooms can be observed through various metrics as below:

- **Increased membership and attendance:** Growing numbers of engaged students and attendance at events have increased over time. Increase in the number of clubs from **4 in the year 2019 to almost 10 clubs in 2024**
- **Leadership development:** Students take on leadership roles and develop valuable skills by initiating, organizing, and leading various club activities for the peers.
- **Skill Development:** Surveys and assessments show significant improvements in soft skills such as communication, leadership and problem-solving
- **Community Impact:** Club activities have created a positive impact on the college community, such as promoting diversity, inclusion, or sustainability.

Feedback: Students' feedback is collected after each successful completion of the club events to know the student's satisfaction and also the scope for improvement.

Results:

These results indicate that academic enrichment programs significantly enhance student learning, skill acquisition, and career preparedness. High academic performance and skill enhancement suggest that these initiatives effectively bridge the gap between theoretical knowledge and practical application.

Challenges

- Scheduling Conflicts: Difficulty in aligning the schedules of industry professionals and academic experts with the academic calendar
- Student Interest: Varying levels of interest and motivation among students to participate in the

events

- Technological Barriers: Inadequate access to necessary technology and the internet, especially for online or technology-based events.

Resources Required

1. Meeting spaces: Dedicated rooms or seminar halls for club meetings and activities.
2. Equipment: Specialized equipment for specific club activities
3. Budget: Financial resources to support events.

Overcoming Challenges

Continuous Improvement - We at St Francis College regularly evaluate the effectiveness of programs through data collection, analysis, and feedback from participants and adjust and refine programs based on evaluation results to meet evolving needs and challenges, ensuring continuous improvement and relevance.

File Description	Document
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:

Voting Application - Student Council Election Process:

In an effort to modernise the traditional Student Council election process, our institution recently adopted a digital voting application developed by one of our talented students. This new system has brought significant improvements to the efficiency, accuracy, and overall experience of the voting process, marking a positive shift from the previous paper ballot method.

Mr. Yashwanth B, a B.Com (Regular) student from the 2021-2024 batch, took the initiative to develop an in-house voting application designed to streamline the student council election process. This user-friendly app not only simplifies the voting procedure but also supports our sustainability goals by reducing the need for paper ballots and other resources. His contribution is a shining example of how technology can enhance efficiency and environmental responsibility within our institution.

The aim was to create a secure, efficient, and user-friendly platform that could handle the complexities of an election process while ensuring transparency and accuracy. The application was intuitive, secure, and easy to use, making it an ideal solution for conducting the Student Council elections.

Election Process

Students were required to register on the application using their UUCMS ID before the election. On the designated election day, the voting process was opened on the application in the 1st and 6th floor computer lab. Students were sent to the lab, where the students had to flash their ID cards and sign the attendance sheet. Students logged in to the platform using their credentials, viewed the list of candidates, and cast their votes with just a few clicks. Each voter was only allowed to cast their vote once, and the system automatically logged them out after voting to prevent any form of ballot stuffing or repeat voting. As votes were cast, they were encrypted and stored in a secure database. Once voting was closed, the results were instantly available to the election committee

To ensure the integrity of the election, the application incorporated end-to-end encryption for all data transmitted between the users and the server. Additionally, the system was designed with robust security protocols to prevent hacking or tampering with the votes.

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

5. CONCLUSION

Additional Information :

Beyond academics, St. Francis College also cultivates a vibrant practice of supporting sports and cultural events, providing students with numerous opportunities to excel in events. The college has organized several major sports tournaments, showcasing its commitment to physical education and sportsmanship. Notable events include the 1st junior National Dodgeball Championship for Boys and Girls in June 2022, the South Zone Inter University Kabaddi Championship in December 2022, the BCU Intercollegiate Softball and Netball Men & Women Tournament in May 2024 and others. The college has hosted a national-level inter-collegiate fest, Carnivalesque for 3 consecutive years. These events highlight the college's role in promoting sports and cultural events at both state and national levels.

Concluding Remarks :

St. Francis College (SFC), established in 2019, has quickly emerged as a leading institution in higher education in Bengaluru, distinguished by its unwavering dedication to academic excellence, moral integrity, and social responsibility. From its humble beginnings with 9 programs and 393 students, the college has grown remarkably to offer 14 programs to 2,920 students. This growth is driven by the college's strategic focus on innovative teaching methods, experiential learning, and strong industry collaborations. The institution is supported by a highly qualified faculty of 88 members, 20 of whom hold Ph.D. degrees, demonstrating a commitment to academic leadership and research.

A hallmark of SFC's success is its focus on entrepreneurship and innovation, as evidenced by its top-ranking position in the National Entrepreneurship Challenge 2023. The Institution's Innovation Council (IIC) plays a pivotal role in fostering creativity and entrepreneurial spirit among students, providing a platform for young innovators to translate their ideas into actionable ventures. In addition, the college has cultivated a dynamic sports culture and a broad range of extracurricular activities, contributing to the holistic development of its students.

Sustainability is also a core focus at SFC, with initiatives aimed at reducing environmental impact and promoting a greener campus. The institution integrates sustainability into its operations and curriculum, encouraging students to adopt eco-conscious practices.

Despite its rapid growth and success, SFC faces challenges such as enhancing its research output and expanding its global footprint. However, the college is well-positioned to meet these challenges head-on, with opportunities on the horizon, such as achieving autonomous status and expanding student entrepreneurship. With a steadfast commitment to innovation, academic achievement, and social responsibility, St. Francis College is poised to continue shaping future leaders and global citizens equipped to navigate the complexities of the modern world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :45 Remark : As per clarification received from HEI, and Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only, excluding program which are part of curriculum. Based on that DVV input recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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1768	1087	879	289	181 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
900	550	570	50	90	 Remark : As per clarification received from HEI, and changes in this metric according to the changes done in the above metric I'D 1.2.1, based on that DVV input recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1104 Answer after DVV Verification: 1087 Remark : As per clarification received from HEI, and One student involved in multiple field works and/or project work and/or internship in the same academic session should be counted as one, thus DVV input recommended.
2.1.1	**Enrolment percentage**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1202	971	915	429	393

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1202	971	895	429	393

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1500	1380	1130	970	750

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1500	1380	1130	970	750

Remark : As per clarification received from HEI, and number of students admitted should not be more than sanction seats for any of the program in any academic years. So, based on that DVV input recommended.

2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50	44	31	18	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
26	23	20	18	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
29	13	10	9	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	2	5	2	1

Remark : As per documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
102	31	13	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
68	27	13	1	1

Remark : As per clarification received from HEI, and multiple counts of the same publications with the same authors or different authors on the same calendar year are counted as one. So, based on that DVV input recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
26	10	3	0	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

11	2	1	0	2

Remark : As per clarification received from HEI, and extension and Outreach program only to be considered in this metric. So, based on that DVV input recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :10
	Remark : As per clarification received from HEI, and as per provided activities and provided documents to the intent of the metric, thus DVV input is recommended.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	
	    4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	    Answer before DVV Verification : 465
	    Answer after DVV Verification: 184
	
	    Remark : As per revised data and clarification received from HEI, based on that DVV input recommended.

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	
	    5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**
	    Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1328	1114	1158	228	298

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2190	1386	1724	428	310

Remark : As per clarification received from HEI, and data mismatched in data template for all year. So, based on that DVV input recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
212	143	1	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
207	140	1	0	0

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
539	393	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	536	368	0	0

Remark : As per clarification received from HEI, and Multiple Counting of same student in same Academic Session are counted as one. So, based on that DVV input recommended.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
36	21	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	17	4	0	0

Remark : As per revised data and clarification received from HEI, based on that DVV input recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
42	12	6	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	2	0	0

Remark : As per clarification received from HEI, and Awards from intra or inter institutions will not be considered. So, based on that DVV input recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
64	32	6	1	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
43	26	5	1	5

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only. So, based on that DVV input recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
66	75	41	24	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	1	0	0

Remark : As per clarification received from HEI, and as per SOP financial support of less than Rs. 2000/-, per faculty, per year should not be considered, based on that DVV input recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
66	75	41	24	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
64	75	40	24	17

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44	33	21	15	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
44	33	21	15	11

Remark : As per clarification received from HEI, and Multiple participation of the faculty in the same academic year are considered as one, based on that DVV input recommended.

6.5.2	**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per revised data and clarification received from HEI, based on that DVV input recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per revised data and clarification received from HEI, based on that DVV input recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>2920</td><td>2308</td><td>1720</td><td>822</td><td>393</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>2859</td><td>2243</td><td>1666</td><td>799</td><td>393</td></tr></table>
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 133 Answer after DVV Verification : 111