



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**ST.PHILOMENA'S COLLEGE(AUTONOMOUS)**

POST BOX NO. 30, MYSORE BANGALORE ROAD, BANNIMANTAP

570015

stphilos.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2019**

# 1. EXECUTIVE SUMMARY

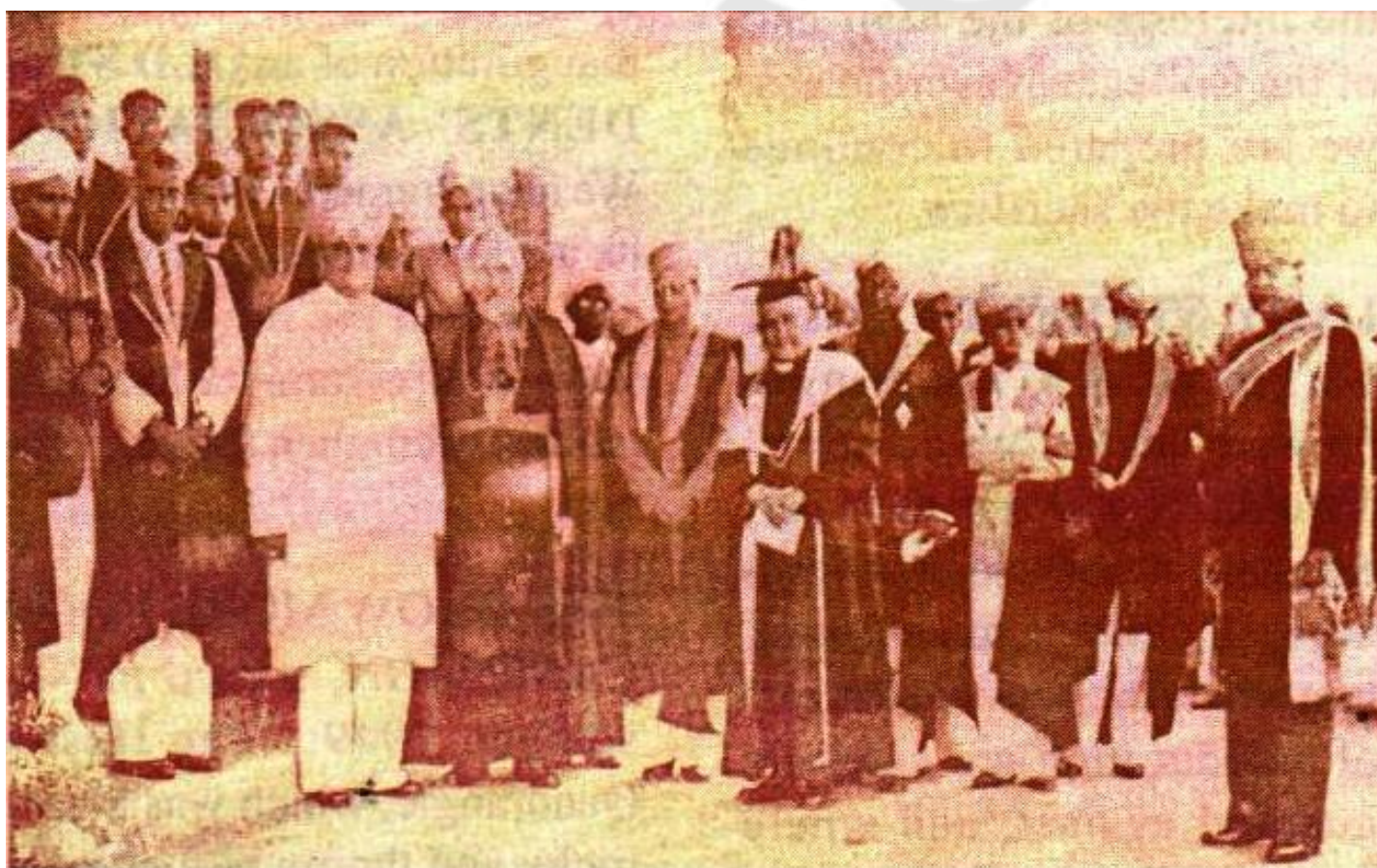
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## 1.1 INTRODUCTION

St. Philomena's College has a rich legacy going back to the year 1946, when the college was established by the Mysore Diocesan Education Society (MDES) as a Christian minority institution under the University of Mysore. The founders aimed for their new college to be nonsectarian, co-educational and affordable in response to the challenges of those times.

To accommodate the classrooms, His Excellency, Rt. Rev. Dr. Rene Feuga, the first Bishop of Mysore, vacated his mansion in Mysore, a Maharaja's capital and an important seat of learning. The Maharaja of Mysore, His Highness Sri Jayachamarajendra Wodeyar, matched this gesture with a generous gift of land.

Blessings were sought and received from His Holiness, Pope Pius XII. On a line drawing of the proposed college, the Pope inscribed the Latin maxim *Caritas vestra magis ac magis abundant in scientia*. The first and last words, *Caritas in Scientia*, "Knowledge through Love", became the motto of the college.



*Formal Inauguration of the College, on 9th October, 1946, by  
His Highness the Maharaja of Mysore.*

Then history was made. In 1946, Philomena's College enrolled its first group of 380 students, becoming the first college in the old Mysore region to offer a degree in Science.

Fast forward from this fabled past to the present - In 2004, St. Philomena's College sought accreditation with NAAC for the first time. The college was awarded A+ status and, from March 18, 2010, deemed by the UGC to be an institution with the *potential for excellence*. In 2011, the college became autonomous, a defining moment in its history. In 2014, St. Philomena's was re-accredited with an **A grade** scoring a 3.58 CGPA on a 4 point scale. Another landmark was reached in April 2015, when the UGC designated St. Philomena's a **College of Excellence**.

New vistas have opened up with the go-ahead for courses in **Community College** and a **Research Centre**. Bachelor of Vocation courses, running since 2015, offer scope for upwardly mobile careers.

St. Philomena's is now recognized as a **mentor institute** and has been shortlisted for the **RUSA**, under component 8 adding momentum to pursuit of excellence.

## Vision

The college is guided by the visionary zeal of providing *value-based education to one and all, irrespective of religion, caste or gender, by means of which character is formed, the intellect is expanded and the individual is empowered to contribute to society.*

This vision has its origins in the experience of almost 180 years of work in education by the MDES. It is part of a larger strategy to contribute to the Education and Development sectors in the country.

The founding fathers set their agenda for social change against the backdrop of our freedom struggle and the conditions prevailing then. Their purpose - to shape young men and women of great capability, integrity and commitment who would contribute to the building of a just, humane and sustainable society - remains the most important need of the nation today.

The pioneers had to address the challenging task of defining the organizational culture. To this end, they helped create an ethos that motivated students and teachers to value education not just as an investment in future career opportunities, but also as a means to self-realization and a guide to wholesome living.

The college continues to be strongly committed to creating a culturally sensitive environment, upholding the core values of respect for diversity, gender equality and sustainable environmental development.

In accordance with the larger goal of building a just society in India, the college contributes substantially in offering higher education to underprivileged students from all sections of society.

The ground-breaking efforts of the founders helped to put the college on a sound academic footing. St. Philomena's has held on tenaciously to their pledge to uphold human values and academic excellence. Every year, the college gears itself to welcome a fresh batch of students and to expand and modify its curriculum to adjust to the needs of a dynamic society.

Even as it responds to the winds of change blowing through the wider society, the college upholds its traditions and values, instilling a sense of belonging in all who pass through its portals.

## Mission

*To transform young men and women who come to learn not just from books, but also from life and to share the experience, of working and playing together; to inculcate life skills, integrity and discipline and to help these young people to become good citizens.*

The college offers equal opportunities for education that encourages diligence and uprightness. In this idyllic setting the curriculum is designed and implemented with direct relevance to the college's mission. This mission is a work in progress, a continuously evolving undertaking that keeps pace with the shifting goalposts of emerging new realities.

The college's mission is centred on the following aspects:

**1. Academic programs** with a skill –oriented curriculum leveraging technology and combining modern techniques with traditional values. The sheer volume of choices at the undergraduate level gives students a variety of interesting combinations to opt for. They also have ample avenues for Sports and Games and aesthetic pursuits such as music, dance and dramatics.

## **2. Human Resources:**

- a. The **Management**- The Mysore Diocesan Education Society has long years of experience in working towards bringing about improvements in education with the overarching aim of effecting positive changes in society. The college practices a culture of participative management where decisions are made with every stakeholder on board.
- b. Members of the **Teaching Faculty** are accomplished academicians, researchers, teachers, and agents of social transformation. They share the college's humanistic values and have strong work ethics and a passion for their respective domains. Their proven ability to build caring relationships with students ensures mutual respect. The **support staff** is an asset and a valuable human resource.

## **3. Infrastructure**

The extensive campus with its stately heritage buildings and trees has been designed for development and the dissolving of barriers between people, disciplines and ideas. It houses spacious laboratories, ICT enabled Classrooms, a Library with an archival collection, sports grounds, indoor stadiums, a gymnasium, a chapel and multi- purpose auditoriums and conference halls.

A cosmopolitan environment sets the tone of campus life for a student community drawn from different cultures, nationalities and ethnicities.

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

### **Institutional Strength**

- ♦ Re-accredited by NAAC with A grade (3.58 CGPA)
- ♦ Designated College of Excellence
- ♦ Recognized Research Centre
- ♦ Publications in National and International Journals with high impact factor, Books and Chapters in Books with ISBN numbers.
- ♦ Curriculum aimed at Holistic development and hands- on experience
- ♦ Relevant programs with wide range of combinations
- ♦ Skill oriented courses.
- ♦ MoUs with foreign Universities and industry partners.
- ♦ Pioneers in adopting Choice Based Credit System (CBCS) in University of Mysore
- ♦ Scheduling of academic programmes in advance
- ♦ On time publication of results

- ♦ Student-teacher ratio on an average of 18:1
- ♦ Mentoring system
- ♦ Counselling of parents and their wards during admission
- ♦ Feedback from stakeholders
- ♦ Supportive and participative Management
- ♦ Clear perspective plans in tandem with Vision and Mission of the institution
- ♦ Committed, competent and experienced faculty members
- ♦ Rich student and faculty diversity
- ♦ Dedicated and involved Alumni
- ♦ Dynamic website
- ♦ State of the art Management Information System (MIS) in administration
- ♦ Twenty five acres of prime land with rich diversity of flora and fauna
- ♦ Availability of 35671.87 sq.mts floor area with enormous scope for further expansion
- ♦ ICT enabled classrooms
- ♦ State of the art laboratories with latest equipment, museum specimen
- ♦ Well-equipped library
- ♦ Sports grounds, spacious Indoor and outdoor stadium, Multi-Gym and conference halls
- ♦ Hostel for boys and girls
- ♦ Facilities for students with disabilities.
- ♦ Effective Grievance Redressal and Women Empowerment Cell
- ♦ Extension activities through NSS and Social Work Departments.
- ♦ Publication of Online, multidisciplinary Research Journal
- ♦ State-of-the-art Library with OPAC & INFLIBNET facility
- ♦ Well equipped Science laboratories, media lab, audio-visual studio
- ♦ Effective Career guidance and Placement cell.
- ♦ Affordable education with fee concessions and scholarships
- ♦ Decentralized work culture.
- ♦ Welfare schemes for teaching and non-teaching staff.
- ♦ Proactive IQAC which ensures all-round quality enhancement
- ♦ Harmonious atmosphere conducive to teaching and learning.
- ♦ Implementation of green practices.

## **Institutional Weakness**

- ♦ The majority of the faculty is under the non-grant-in-aid category creating huge disparities in salaries and security of service, leading to a high rate of attrition and difficulty in attracting teachers with exceptional abilities.
- ♦ Higher fees of self-financed courses leading to lower enrollment in these courses.
- ♦ Parent-teacher engagement is not satisfactory.
- ♦ Lower demand ratio
- ♦ Inadequate public transport from neighbouring areas.
- ♦ Limited time for curricular, co- curricular and sports activities due to the triple major scheme.
- ♦ Low ratio of research publications per faculty
- ♦ Weak Industry-Academia relationship
- ♦ Under-explored international academic linkages
- ♦ Inadequate research and publications

## **Institutional Opportunity**

- ♦ Strategic location
- ♦ Availability of land for further expansion
- ♦ Autonomous status which gives opportunity and freedom to upgrade the curriculum as per requirements
- ♦ Scope to increase foreign collaboration
- ♦ Strengthening Industry-Academia relationship
- ♦ To enhance extension activities, outreach programmes as a measure of institutional social responsibility
- ♦ Optimal utilization of resources to start new post-graduate programmes.
- ♦ Optimal utilization of infrastructure and facilities available
- ♦ Enhancement of quality education through training and knowledge upgradation of faculty
- ♦ Enthusing the young faculty to become involved in research and career advancement.
- ♦ Scope to carry out more collaborative research with private, non-profit, and public sectors.
- ♦ Scope to enter into more partnership and MoU's with International Universities.
- ♦ Expanding International study and exchange programs.
- ♦ To be a leader in interdisciplinary and integrated learning
- ♦ Making use of strategic location in building strong presence and attracting more students.
- ♦ Faculty and student exchange programmes at international level.



- ♦ To equip students to face the challenges of life successfully

## **Institutional Challenge**

- ♦ Economic sanctions as a Government policy regarding permanent appointments
- ♦ Lack of interest and demand for traditional courses
- ♦ Dearth of talented teachers due to lack of job security
- ♦ Retaining and attracting well qualified faculty.
- ♦ Bridging the gap between international standards and existing system of education in India
- ♦ Establishing industry-academia interface.
- ♦ Getting professional experts for new courses in emerging areas.
- ♦ Mobilizing research funds from other agencies.
- ♦ Motivating faculty to engage in research due to insufficient service security.
- ♦ Engaging industries and research organizations, within the ambit of the college's functioning, through MoUs in a more robust manner.
- ♦ Increasing student enrollment.
- ♦ Improving parent participation.
- ♦ Overcoming the initial hurdles in acclimatizing students from diverse backgrounds.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

In keeping with its vision, as a place for learning, discovery, expression and dialogue, St. Philomena's college constantly modifies and updates its curricula to meet both current requirements and students' need for holistic development. The process gained momentum after the College was granted autonomy in 2011.

The college now offers students a wide choice of relevant courses, the quality of which is closely monitored by means of a system of continuous evaluation that includes feedback from multiple stake-holders, most importantly the students themselves.

Current programs are modified and new courses planned after rigorous discussions at the Departmental, Board of Studies and Academic Council levels. Periodic reviews are carried out by IQAC, internal academic auditing bodies and University Bodies and their recommendations are duly implemented.

Working in an environment of collaborative learning, our faculty adopts teaching styles that emphasize questioning and discussion rather than an uncritical reproduction of material. Students have the opportunity to

identify topics, develop questions and plan inquiry as well as co-operative learning.

Co-opting students in the curriculum development process gives them an opportunity to engage with learning material critically. It also instills creative confidence and draws them beyond the boundaries of traditional academic disciplines.

To address complex issues relating to gender equality, relevant courses such as Women's Empowerment, Women's Studies and Gender Economics have been included in the curriculum.

Underscoring the institution's duty towards promoting sustainable environmental development, courses in Environment Science, Environmental Biology, Environmental Biotechnology, Disaster Management, Medical Sociology and Population Studies in India are regularly updated. Students are encouraged to preserve the green "lungs" of the college by means of campus cleaning, planting saplings, recycling paper and reducing plastic waste.

While the college addresses the crucial issues of employability and research primarily through curricular input, it also integrates self-worth, respect in society and empowerment as key aims of the education it seeks to





Impart.

## Teaching-learning and Evaluation

The synergy from the close working of students and faculty informs and enriches the programs at the college. Active learning opportunities which help students to build on and internalize classroom teaching include internships, field trips and in-house journals. Additional momentum for study comes through projects and assignments that form an integral part of the curriculum. These are aimed at promoting a research culture among students, motivating them to go beyond their investigations to uncover new areas of possible research.

Under a dynamic student mentorship programme, faculty members are key collaborators. Wherever feasible, teachers encourage strong cross-disciplinary anchoring to foster perspective and develop sensitivity to social issues. To broaden the scope for both inter-disciplinary studies and research, and also to meet the needs of the job market, the Postgraduate Centre offers a broad selection of relevant courses.

A major focus is on building teacher capacity, as it is the single most important variable that influences educational outcomes for students. To improve teaching-learning outcomes, the college supports its faculty members in strengthening their capabilities in both teaching and research. Funds are made available for sanctioned projects as seed money. Grants are released promptly. A significant number of research projects

have been completed recently and work on others is underway. Faculty members are regularly deputed to attend seminars, conferences and workshops.

An e-library digital server is installed in the library and this can be accessed from classrooms, departments and labs. Teachers utilize this resource extensively, using ICT methods to improve the effectiveness of teaching and learning. Students also use these resources for their presentations.

Assessment methods are less focused on high-stakes examinations and, wherever possible, flexible and varied enough to respond to diverse learning settings. A system of continuous internal assessment combined with an end of semester examination has been adopted. Students' performance is reviewed and, wherever required, follow-up measures such as remedial classes, language enhancement, mentoring, counselling, and enlisting the support of parents, are taken.

The eventual goal is to contribute to social change and help foster an inclusive environment with equal opportunity for all sections of society.

## Research, Innovations and Extension

The college embraces research and innovation along with prompt implementation as a necessary adjunct to achieving its goal of continuous improvement. Permission to establish a Research Centre to offer PhD courses in four disciplines has been granted recently.

Whatever the domain, scope for research and student-faculty co-operation is fore-grounded in the curriculum. In recent years, the number of teachers who are PhD and NET qualified and who have published research papers in reputed journals, including the in-house journal of the college has swelled. Students are also encouraged to take up short-term research projects

In all activities involving research and innovation initiatives, the college lays stress on academic innovations and student-faculty synergy to add value to these measures. Research and innovation initiatives are supported by frequent seminars, workshops, guest lectures and the activities of a wide range of clubs.

In 2014 the college organized an international conference on Climate Change and in 2017, the institution began discussions with The Sustainability Platform (TSP), Asia and signed a Memorandum of Understanding to access TSP's knowledge database and linkages in India and Asian countries.

In November 2017, the college hosted an International Interdisciplinary Conference on "Knowledge Partnerships to Advance the Sustainable Development Goals" (SDGs) adopted by the UN in 2015. Workshops were led by domain specialists in areas such as Sustainable Cities, Renewable Energy, Health and Wellness and Water.

As a Sequel, a second Conference on the SDGs was held in February 2019 giving shape to an Incubation Cell, built around the concept of **Innovation, Design, Enterprise to Advance Sustainability (IDEAS)** that TSP is anchoring.

As a follow-up to this conference, deliberations are in progress through 15 Master Classes in relevant fields, to facilitate the setting up of an IDEAS Incubation Centre jointly with TSP. Accordingly, the **TSP-Philomena's IDEAS Incubation Centre** is expected to become operational around August 2019. As part of the Centre, a

School for Renewable Energy and a School for Biodiversity are also planned.

The value of independence and excellence in research are considered to be critical, but not separate, from the social purpose of education.

### **Infrastructure and Learning Resources**

The sprawling campus at St. Philomena's reflects the vision of the college and offers the ideal environment for a community of creative and accomplished people to thrive.

Its collaboration-friendly architecture of venerable heritage buildings shaded by tall trees in the midst of green environs sets the tone for future building.

Over the decades, a significant physical transformation has taken place but the aesthetics of the campus has remained intact. The college now houses spacious laboratories and conference halls, museums with rare specimens, ICT-enabled classrooms, library with a valuable archival collection, a vast sports ground, outdoor and indoor stadiums, multi-purpose air-conditioned auditorium. A state of the art multimedia studio and research centre are some of the more recent additions.

Most departments have individual staff rooms equipped with a computer and internet and storage facilities enabling personalized student-teacher interaction. A Language Lab, a Botanical Garden with medicinal plants, a Lizard House and a Butterfly Park are important adjuncts to classroom learning. Separate hostels for boys and girls provide comfortable accommodation for students and staff from out of station.

At the Library, students can access N-LIST of the Infflibnet Centre and open-access journals and other resources. The UGC-Network Resource Centre with a dedicated LAN connection helps students, faculty and research scholars stay abreast of a dynamic knowledge bank. The library also has a growing section on digital learning resources in the form of CDs and DVDs.

The spirit of openness and collaboration necessary for an exemplary learning environment and a fulfilling campus life is manifest in tangible ways. For example, the extensive college grounds offer amenities for wide-ranging sports facilities including football, cricket and basket-ball. A state of the art indoor stadium, built in 2015, houses a gymnasium and tennis, basketball badminton courts as well.

To support cultural activities there is an auditorium and an open air theatre in addition to six conference rooms/multimedia rooms, where cultural and literary competitions are held. The college provides year-round opportunities for self-expression through debate and quiz competitions, singing, dancing, acting, mimicry,





instrumental music and cooking and flower arrangement.

### **Student Support and Progression**

St. Philomena's College makes every effort to sustain a thriving campus where a vibrant community of thinking minds can flourish. The students have always been drawn from diverse cultures, academic and socio-economic backgrounds.

The institution has come to appreciate this diversity as one of its hallmarks and, over the years, has evolved strategies to address cultural influences and individual learning styles. The college endeavours constantly to deliver sound programmes where the needs of all the students are addressed and supported impartially.

A foundation course in Soft Skills is offered to every under graduate. Beginning with the second semester, students can choose one course per semester, from a range of capability enhancement programmes as diverse as Human Resource Management, Artificial Intelligence, Yoga and Meditation, Photography and Editing and Web Designing.

Students also engage with a team of resource persons on a regular basis, to prepare for competitive examinations, and to enhance their knowledge of current affairs and capacity for logical and analytical reasoning thinking and problem-solving.

The college is committed to admitting students from disadvantaged backgrounds and assisting them to achieve benchmarks set for goals. Due attention is paid to diligence, organizational ability, co-operation and teamwork

as well as the development of the moral and intellectual qualities of leadership.

Support in the form of generous endowments from a pro-active and dynamic alumni association helps motivate students. Slow learners and students who need to improve their communication skills are supported by remedial classes and practice sessions in language labs. The B.Voc. course prepares students for gainful employment and the Placement Cell liaises between industry and academia, arranging for training and campus recruitment programmes. A Grievance Redressal Committee is in place to look into complaints from students and work towards finding solutions.

Students are encouraged to participate in Sports and cultural activities at the intercollegiate, state level and national levels. In accommodating the manifold aspirations of a diverse student community, the college moves away from a narrow instrumental view of education towards a more equitable system for all.

## Governance, Leadership and Management

In keeping with its vision and mission, the college, administered by the Mysore Diocesan Educational Society with the Bishop of Mysore at its helm, directs all its efforts towards empowering students to contribute to society in concrete ways. Our **perspective plan** is to become a **degree awarding university** and to establish a state of the art **research centre with a strategy for knowledge management**.

The management is vested with a Governing Council, as per UGC guidelines for autonomous minority-run colleges. The Bishop of Mysore heads the Governing Body comprised of the Vicar General and senior priests of the Mysore Diocese along with eminent citizens, educationists and captains of industry.

The Academic Council consists of Management representatives and the college Principal, Heads of the Departments, nominated faculty members, distinguished academicians, industrialists and alumni. A comprehensive annual budget is prepared by the Finance Committee before the beginning of each academic year and presented to the Governing Body. Internal and external audits are conducted as per norms.

The college administration runs on transparency and participative management. A harmonious, collaborative and inclusive participation of all the stakeholders is ensured in the day to day functioning of the college. The faculty is given freedom to design the curriculum, frame the syllabus and structure internal assessment methodology. They also assume responsibility for mentoring, personal and career counselling and conducting curricular and co-curricular activities.

The Internal Quality Assurance Cell (IQAC) acts as a nodal agency for coordinating activities directed at enhancing the overall quality of education and administration. The IQAC aims to enrich teachers' domain knowledge and proficiency. An online feedback portal is available across the LAN of the campus to record students' responses.

Resources are augmented by grants for research projects and through other means such as income from bakery (BTHM), renting out playgrounds, auditoriums, cafeteria, ATM and the indoor stadium. Contributions, both in cash and expertise, are sought from sponsors to enable the college to conduct international conferences.

Welfare measures such as gratuity and pension, group and accident insurance and financial assistance in need address the well-being of the staff.

## **Institutional Values and Best Practices**

The founding fathers envisioned a place that celebrates discovery and learning and empowers its students to be active in the task of nation building.

With its tranquil and refreshing ambience, the college campus is a metaphor for an ideal learning environment. The administration is progressive and enlightened in its approach. The Academic Council and Governing Body monitor and ensure transparency in the academic matters; the Finance Committee and the Governing Body make certain that there is clarity in all financial matters.

Through constant innovation and with every stakeholder on board, new courses with a relevance to current requirements are introduced periodically. Sustainable practices include rain water harvesting, harnessing of solar energy and effective waste management. To reduce its carbon footprint, the college has a number of green initiatives in place. NSS and the Nature Club help in keeping the campus green and clean. The NSS and Social Work Department adopt neighboring villages to create environmental awareness and enhance their facilities.

The college takes pride in its diverse student community. On campus, students hailing from 19 Indian States and 32 overseas countries work together in harmony. A thriving residential campus caters to the needs of these students and to those from nearby rural communities. Scholarships and fee concessions enable the less privileged to avail of opportunities for education.

Technology is leveraged to provide attractive learning experiences and classrooms are ICT enabled. Simultaneously, the administration has been modernized by integrating computerization into a variety of functions from admission to awarding of degrees. The college library has been equipped with state-of-the-art facilities in online services and computer technology.

The college environment supports learning as a preparation for life by integrating Life Skills and Inter Religious Dialogue (IRD) into the curriculum. National festivals and other important anniversaries, when the contributions of our nation-builders are gratefully acknowledged, are occasions for national pride to come to the fore and be reinforced.

St. Philomena's also actively promotes caring relationships, reaching beyond the academic curriculum and welcoming its alumni from every corner of the world to connect with their alma mater through a flourishing Old Students' Association.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.PHILOMENA'S COLLEGE(AUTONOMOUS)
Address	Post Box No. 30, Mysore Bangalore Road, Bannimantap
City	MYSORE
State	Karnataka
Pin	570015
Website	<a href="http://stphilos.ac.in">stphilos.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ruth Shantha Kumari T.	0821-4240921	9880191303	0821-4240950	stphilos1946@gmail.com
Associate Professor	Shobana Thomas	0821-4240947	9880776047	0821-4240951	shobanajacob25@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular



<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.PDF</a>
If Yes, Specify minority status	
Religious	Religious Minority
Linguistic	NO
Any Other	NO

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	09-10-1946
Date of grant of 'Autonomy' to the College by UGC	28-07-2011

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Karnataka	University of Mysore	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	09-10-1946	<a href="#">View Document</a>
12B of UGC	09-10-1946	<a href="#">View Document</a>

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

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Post Box No. 30, Mysore Bangalore Road, Bannimantap	Urban	25.78	37935.18

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics Sociology Christianity	36	PUC	English	15	0
UG	BA,Economics History Political Science	36	PUC	English	30	14
UG	BA,Economics History Christianity	36	PUC	English	15	0
UG	BA,Economics Sociology Political Science	36	PUC	English	30	9
UG	BA,Optional English History Christianity	36	PUC	English	15	9

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UG	BA,Optional English History Political Science	36	PUC	English	30	11
UG	BA,Optional English Sociology Christianity	36	PUC	English	15	5
UG	BA,Optional English Sociology Political Science	36	PUC	English	60	0
UG	BA,Economi cs Philosophy Political Science	36	PUC	English	40	0
UG	BA,Economi cs History Psychology	36	PUC	English	40	5
UG	BA,Economi cs Sociology Psychology	36	PUC	English	40	0
UG	BA,Optional English History Journalism	36	PUC	English	60	0
UG	BA,Optional English Philosophy Psychology	36	PUC	English	40	0
UG	BA,Optional English Functional English Psychology	36	PUC	English	40	0
UG	BA,Optional English History Psychology	36	PUC	English	40	5

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UG	BA,Optional English Philosophy Political Science	36	PUC	English	60	17
UG	BA,Economi cs History Journalism	36	PUC	English	40	5
UG	BA,Optional English Functional English Journalism	36	PUC	English	40	5
UG	BA,Optional English Sociology Journalism	36	PUC	English	30	5
UG	BA,Optional English Sociology Psychology	36	PUC	English	40	7
UG	BA,Economi cs Sociology Journalism	36	PUC	English	40	0
UG	BA,Criminol ogy Sociology Psychology	36	PUC	English	60	8
UG	BA,Criminol ogy Sociology Political Science	36	PUC	English	60	5
UG	BSc,Chemist ry Botany Zoology	36	PUC SCIENCE WITH BIOLOGY	English	90	69
UG	BSc,Physics Chemistry Mathematics	36	PUC SCIENCE WITH MATHS	English	90	45

UG	BSc,Biotechnology Biochemistry Microbiology	36	PUC SCIENCE WITH BIOLOGY	English	36	33
UG	BSc,Biotechnology Chemistry Zoology	36	PUC WITH BIOLOGY	English	60	0
UG	BSc,Chemistry Botany Food And Nutrition	36	PUC WITH BIOLOGY	English	60	22
UG	BSc,Physics Mathematics Computer Science	36	PUC WITH MATHS	English	60	25
UG	BSc,Computer Science Mathematics Electronics	36	PUC WITH MATHS	English	40	0
UG	BSc,Physics Mathematics Electronics	36	PUC WITH MATHS	English	40	0
UG	BCom,Bachelor Of Commerce	36	PUC COMMERC E OR SCIENCE	English	180	130
UG	BBA,Bachelor or Business Administration	36	PUC COMMERC E OF SCIENCE	English	120	58
UG	BCA,Bachelor Of Computer Application	36	PUC SCIENCE OF COMMERC E WITH COMPUTER SCIENCE AND ACCOUNT	English	120	84

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UG	BTTM,Bachelor Of Tourism And Hospitality Management	36	PUC	English	60	19
UG	BVoc,Health Care Technology	36	PUC SCIENCE	English	50	13
UG	BVoc,Media And Entertainment	36	PUC	English	50	12
UG	BSW,Bachelor Of Social Work	36	PUC	English	60	9
PG	MSc,Chemistry	24	BSC WITH CHEMISTRY	English	45	31
PG	MSW,Social Work	24	ANY DEGREE	English	30	10
PG	MCom,Commerce	24	BCOM	English	60	34
PG	MA,English	24	BA ENGLISH MAJOR	English	40	17
PG	MA (Journalism),Journalism	24	ANY DEGREE	English	40	14
PG	MSc,Physics	24	BSC PHYSICS	English	40	29
PG	MSc,Computer Science	24	BSC WITH MATHS OF BCA	English	40	7
PG	MA,Economics	24	BA ECONOMICS	English	30	5
PG	MSc,Mathematics	24	BSC MATHS	English	30	11
PG	MSc,Bioche	24	BSC	English	30	5

	mistry		CHEMISTR Y OR BIOC HEMISTRY			
PG	MA,Holistic Spirituality	24	ANY DEGREE	English	60	15
PG Diploma recognised by statutory authority including university	PG Diploma, Social Work	12	ANY DEGREE	English	60	5
PG Diploma recognised by statutory authority including university	PG Diploma, English	12	ANY DEGREE	English	60	0
PG Diploma recognised by statutory authority including university	PG Diploma, Christianity	12	ANY DEGREE	English	60	25

#### 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				17				34			
Recruited	0	0	0	0	9	8	0	17	3	3	0	6
Yet to Recruit	0				0				28			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				88			
Recruited	0	0	0	0	0	0	0	0	30	58	0	88
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				34
Recruited	3	1	0	4
Yet to Recruit				30
Sanctioned by the Management/Society or Other Authorized Bodies				52
Recruited	35	17	0	52
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				3
Recruited	3	0	0	3
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	8	8	0	21
M.Phil.	0	0	0	3	0	0	3	1	0	7
PG	0	0	0	3	6	0	19	51	0	79

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	0	0	1

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	11	8	0	19

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1

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

**Self Study Report of ST.PHILOMENA'S COLLEGE(AUTONOMOUS)**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Certificate / Awareness	Male	1	2	0	0	3
	Female	3	5	0	1	9
	Others	0	0	0	0	0
Diploma	Male	1	0	0	26	27
	Female	1	1	0	2	4
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	4	4
	Female	14	11	0	1	26
	Others	0	0	0	0	0
PG	Male	42	19	0	6	67
	Female	83	27	0	0	110
	Others	0	0	0	0	0
UG	Male	239	94	0	35	368
	Female	221	33	0	22	276
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	11	13	9	17
	Female	11	10	18	17
	Others	0	0	0	0
ST	Male	3	13	8	8
	Female	2	3	3	0
	Others	0	0	0	0
OBC	Male	131	178	182	176
	Female	171	185	213	211
	Others	0	0	0	0
General	Male	162	188	210	187
	Female	63	104	101	130
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		554	694	744	746

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bachelor Business Administration	<a href="#">View Document</a>
Bachelor Of Commerce	<a href="#">View Document</a>
Bachelor Of Computer Application	<a href="#">View Document</a>
Bachelor Of Social Work	<a href="#">View Document</a>
Bachelor Of Tourism And Hospitality Management	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Biotechnology Biochemistry Microbiology	<a href="#">View Document</a>
Biotechnology Chemistry Zoology	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Chemistry Botany Food And Nutrition	<a href="#">View Document</a>
Chemistry Botany Zoology	<a href="#">View Document</a>
Christianity	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Computer Science Mathematics Electronics	<a href="#">View Document</a>
Criminology Sociology Political Science	<a href="#">View Document</a>
Criminology Sociology Psychology	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Economics History Christianity	<a href="#">View Document</a>
Economics History Journalism	<a href="#">View Document</a>
Economics History Political Science	<a href="#">View Document</a>
Economics History Psychology	<a href="#">View Document</a>
Economics Philosophy Political Science	<a href="#">View Document</a>
Economics Sociology Christianity	<a href="#">View Document</a>
Economics Sociology Journalism	<a href="#">View Document</a>
Economics Sociology Political Science	<a href="#">View Document</a>
Economics Sociology Psychology	<a href="#">View Document</a>
English	<a href="#">View Document</a>

Health Care Technology	<a href="#">View Document</a>
Holistic Spirituality	<a href="#">View Document</a>
Journalism	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Media And Entertainment	<a href="#">View Document</a>
Optional English Functional English Journalism	<a href="#">View Document</a>
Optional English Functional English Psychology	<a href="#">View Document</a>
Optional English History Christianity	<a href="#">View Document</a>
Optional English History Journalism	<a href="#">View Document</a>
Optional English History Political Science	<a href="#">View Document</a>
Optional English History Psychology	<a href="#">View Document</a>
Optional English Philosophy Political Science	<a href="#">View Document</a>
Optional English Philosophy Psychology	<a href="#">View Document</a>
Optional English Sociology Christianity	<a href="#">View Document</a>
Optional English Sociology Journalism	<a href="#">View Document</a>
Optional English Sociology Political Science	<a href="#">View Document</a>
Optional English Sociology Psychology	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Physics Chemistry Mathematics	<a href="#">View Document</a>
Physics Mathematics Computer Science	<a href="#">View Document</a>
Physics Mathematics Electronics	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>



### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
49	48	44	41	34
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2160	2005	1907	1762	1685
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
572	472	482	481	486
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1936	1800	1755	1620	1574
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Number of revaluation applications year-wise during the last 5 years**

2017-18	2016-17	2015-16	2014-15	2013-14
37	22	82	58	25

**3.3 Teachers****Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
704	679	600	521	436
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
111	097	094	087	086
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
111	097	094	087	086
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**3.4 Institution****Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
973	830	990	1183	974

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
651	553	532	432	378
File Description	Document			
Institutional Data in Prescribed Format	<a href="#">View Document</a>			

**Total number of classrooms and seminar halls**

**Response: 081**

**Total number of computers in the campus for academic purpose**

**Response: 252**

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

2017-18	2016-17	2015-16	2014-15	2013-14
932.40	791.80	596.32	675.31	433.00

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution**

**Response:**

The curriculum of an institution has a far reaching impact on individuals, society, the economy and the environment. Since 2011, when the college became autonomous the curriculum has been restructured to better reflect the **vision and mission** of the college, that is, of imparting quality, value-based education to transform young men and women and enable them to become good citizens with integrity and discipline.

**Main objectives of the redesigned curriculum:**

- To make learning and teaching more creative and flexible by means of the effective use of new technologies.
- To provide opportunities for students to extend their learning outside the formal curriculum.
- To empower the students, the main stakeholders to face challenges, make intelligent decisions in matters pertaining to personal development, social responsibility and career choices.

The college offers a wide range of new and innovative programmes to provide students with a variety of options for study. Many courses of current interest with an interdisciplinary approach have been introduced. These include 36 UG, 11 PG, 02 vocational programs, 17 diploma courses and 04 certificate courses.

The **objectives** of each course, a detailed syllabus and the **expected outcomes** are specified in the curriculum. **Orientation programmes** are conducted to create awareness regarding the scope of the course chosen by students. In the curriculum, emphasis is also laid on **outdoor studies, field trips, internships and projects** to encourage research activities.



In 2013, CBCS was introduced for B.Com, BBA, BSW and BCA programmes with specific soft core electives related to the chosen area of study. To enable students to develop skills that will make them industry-ready and improve their employability as well as facilitate them to access knowledge across disciplines, they are encouraged to enroll with other organizations and take-up internship and projects.

In step with the Government's "**Skilling India**" initiative, the college offers Vocational Courses. MOUs and **Exchange programmes** with Lyon University, France and Daffodil International University, Dhaka, Bangladesh and other industrial partners open up new horizons with a wider perspective of education.

The college curriculum has been enriched to guide and motivate students to contribute continuously towards the betterment of the society. Courses like life skills and inter-religious dialogue help the students to develop a holistic personality, imbibe values and contribute to society in manifold ways.

As part of the curriculum, students are encouraged to participate in Sports, activities of NSS, NCC, Red Cross, All India Catholic University Federation (AICUF) and other outreach programs to nurture social responsibility and leadership qualities.

Despite constraints faced due to the triple major system, the curriculum is revamped periodically to suit present requirements. The process of curriculum development involves meticulous planning and teamwork. Objectives, course content, specific outcomes and evaluation processes are reviewed. Observations from the Academic Audit, feedback and recommendations from subject experts, industry and students are considered before the introduction of new innovative courses. The Board of Studies comprising of experts frames the syllabi. It is approved by the Academic Council and then made available to the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 85.71

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 42

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

Response: 49

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years****Response:** 29.85

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
239	226	190	132	109

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 69.32

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

**Response:** 488

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

**Response:** 704

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 69.39

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

**Response:** 34

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### **Response:**

As part of the college's focus on the holistic development of the students, the curriculum design reflects purposeful and deliberate priority to cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

**Gender:** Courses such as Women Empowerment, Women Studies and Gender Economics are part of the curriculum. The administration ensures representation



and participation of women in policy decisions and activities. It is in the ethos of St. Philomena's College to honour individual rights, ensuring an atmosphere of mutual respect and dignity. In case of an eventuality, the 'Grievance Cell' intervenes and gender justice is ensured in the campus.

#### **Environment and Sustainability:**

The institution understands its responsibility towards the fragile environment and the need to sensitize the young generation to respect other life forms for their own well being. The understanding of sustainability in relation to the environment in the present scenario involves preservation and conservation. "Satisfy the need and not the greed" explains this credo.

The curriculum includes courses like Environmental Biotechnology, Environmental Biology, Disaster Management, Medical Sociology and Population Studies in India.

The syllabus for Environmental Studies has been specially drawn up to create awareness and promote life style changes in individuals.

A sense of sustainable development is instilled in the minds of students through various projects and programs of NSS and Swachh Philos which focus on judicious use of natural resources and effective waste management. Workshops and seminars are conducted to sensitize students on environmental pollution and climate change.

Environmental conservation is reflected on all activities of the college especially in the development and maintenance of infrastructure and the campus landscape. Programmes like planting of Saplings, campus cleaning, tree naming, plastic reduction, paper recycling and vermi composting are undertaken by the Nature Club.

**Human Values:** Human values are essential to help students live in harmony especially in a scenario of social, cultural and religious diversities. Every department promotes the cultivation of human value among students. The college follows a syllabus and prescribed textbook for Value Education. Life Skills is another subject which incorporates a number of human values including the value of life itself. Courses such as Human Rights, Christian Rights, Inter Religious Dialogue, Social problems and Development, Social Science and Social Welfare stress on the importance of imparting human values. Students are sensitized against anti social activities like rape, child abuse, domestic abuse and child labour. Active participation of students in the Blood Donation programmes reflect good human values.

**Professional Ethics:** Professional ethics strikes a balance between personal and corporate standards of behavior expected of professionals based on accepted values and guiding principles. The college community follows a code of professional ethics established by the management to help guide the staff and students in performing their respective functions according to sound and consistent ethical principles. Courses such as Business Ethics, Media Law Ethics have been included in the curriculum to incorporate professional standards in the society.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response: 57**

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 57

File Description	Document
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

**1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above****Response:** 56.91

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1379	1213	1288	914	687

File Description	Document
Any additional information	<a href="#">View Document</a>

**1.3.4 Percentage of students undertaking field projects / internships****Response:** 3.7

1.3.4.1 Number of students undertaking field projects or internships

Response: 80

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 10.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
237	242	257	145	160

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 0.54

##### 2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2071	2081	2021	1811	1451

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 83.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
507	429	433	402	329

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

The distinctiveness and strength of the college is the diversity of the student population, ranging from advanced learners to slow learners and including those with severe language barriers. This calls for specialized programmes, tailored to meet the needs of all students.

**The teacher student ratio of 1:18** with scope for individual attention and personal interaction makes identifying the learning levels comparatively easy and it happens within the first few weeks of the start of the academic programme. This is done discreetly through an informal and personalized approach.

During the **admission process** students and their parents are informed of the facilities available to help them cope with the academic demands of the institution.

A week-long **orientation programme** helps the students to familiarize themselves with the academic programmes, the special facilities available and the geography of the campus.

The respective subject teachers assess students' learning levels and help them to make a smooth transition.

**The traditional 'Chalk and Talk'** method is supported by ICT enabled pedagogy, facilitating the students to take lecture notes.

Progress is monitored by the **mentor** and interventions are made when required.

**Remedial classes** are organized in the subjects and in English language learning, effectively bridging the learning gap.

Regular **Co-curricular activities** help the students to recognize their talents and develop them.

The **internal assessment components** are sufficiently varied so as to quantify the abilities of different students. Class-presentation requires extra reading and reference work, and helps the students to improve their communication skills and confidence levels.

**Home assignments** foster the research temperament and help improve writing skills.

Students with aptitude are given **opportunities** to participate in International, National, State and Inter-collegiate level competitions, conferences and seminars.

Students also organize and participate in conferences, seminars, workshops, exhibitions, fests, debates and various competitions in the college. This exposure gives them a chance to demonstrate their management and leadership skills.

The International Conference on “Climate Change (2015) and a similar Conference on UNSDGs in 2017 gave ample opportunities for the advanced learners to showcase their abilities. They have also organized three Model United Nations (MUN) and a TEDx programme with minimum faculty support. Such exposures have helped the students after the completion of their studies and enter the job market and the wider society.

A substantial number of rare and quality books and enormous e resources are available in the library. Teachers motivate and support students to avail of these facilities and take up competitive exams like JAM, IAS, IFS at the UG level and NET, SLET as well as short term research projects at the PG level.

### 2.2.2 Student - Full time teacher ratio

**Response:** 19.46

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.05

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 1

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

- The teaching methodology followed by the institution takes care of the different needs of the students with a blend of creative thinking and the art of questioning and analytical thinking. The student population generally is heterogeneous in any given classroom with diversity of region, culture, language and level of knowledge. Therefore, varied methods are used to make the learning effective.

- In addition to the traditional 'Chalk and Talk' method of instruction, ICT tools are used which enhance students' capability of understanding the information in an effective way. Group discussions and interactive sessions are employed to ensure maximum participation.
- The syllabus and the pedagogy are designed in such a way that experiential and participative learning are given prominence. Wherever a practical element is part of the curriculum, it is designed in such a way that the students get individual hands-on experience that simplifies their understanding of the theory.
- Activities such as surveys, opinion polls, case studies and debates are employed in case of non-practical subjects. These stimulate original thinking and break the monotony of classroom teaching.
- Access to the digital library has made learning a dynamic process. Teachers guide students on refining their skills of web searching and referring to journals.
- Visually challenged students use the library resources with the help of a special software.
- Field trips, visits to institutes and industries as well as internships are essential components of the learning schedule. These activities help students understand and appreciate more effectively the knowledge that they acquire in classrooms and laboratories and also inspire them to apply their learning to real life situations. Field reports, project reports, and dissertations are aimed at improving student's judgment and writing skills.
- Awareness programmes of the NSS and the Nature Club help the students develop a sense of integrity and sensitivity to social and environmental realities.
- Visits to tribal settlements / villages, slums, welfare centers, hospitals and schools widen the students' exposure and help them to become sensitive and responsive to an inclusive society.
- Lab Journals like Philoline, at the UG level and New Rise at the PG level, promote students' writing skills and their field experiences. Facilities in the language lab help to hone their English speaking skills. Models, charts, poster and paper presentations held periodically help in nurturing creativity.
- Soft skills classes are conducted to enhance employability of the students and to instill self confidence.

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

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

**Response:** 111

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues



**Response:** 25.41

2.3.3.1 Number of mentors

Response: 85

**File Description**

**Document**

Any additional information

[View Document](#)

### 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

**Response:**

- The college judiciously exercising its autonomy prepares the academic calendar as per the prescribed norms. This task is performed by the college calendar committee after due consultation with various bodies and committees.
- Before the commencement of the semester the Deans of the respective faculties along with the Controller of Examination and the Heads of various administrative bodies of the college approve the academic calendar.
- The academic calendar is well structured and examinations are scheduled in such a manner so as to facilitate the inclusion of co- curricular activities.
- Teachers schedule their work adhering to the calendar. Provision is made to include various events like academic, social, co-curricular and cultural activities.
- In addition to their day-to-day teaching, staffs are assigned extra responsibilities in different committees.
- The teacher's work diary has a provision for recording the syllabus to be covered and the number of hours allotted, helping the teachers to prepare the teaching plan. Teachers meticulously follow this plan to ensure effective teaching learning.
- The Policy implementation decisions are taken in staff meetings through open debate and discussions in which all the faculty members contribute. It is ensured that decisions that affect the academic calendar, teaching plans and evaluation are notified to all the teachers in advance so that alternative arrangements can be planned.
- There are various committees that oversee the effective implementation and adherence to the schedule of the academic calendar.
- The schedule for the year is planned giving priority to the students. They are informed about the broad frame work of the academic calendar at the beginning of the academic year enabling them to plan out a strategy for their progress.
- The calendar has specific dates mentioned for submission of assignments, conducting of IA tests, different cultural activities, and annual athletic meet in addition to activities conducted by various departments.
- The calendar contains essential details such as vision and mission, the code of conduct, rules and regulations of the college and details of scholarships and endowments available.
- It also has contact numbers of persons whom students can contact for any queries and help.
- In case of eventualities, the College Council meets and suggests alternative arrangements for the smooth functioning of the college.

## 2.4 Teacher Profile and Quality

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

**Response:** 100



File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 14.71

##### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	17	14	12	08

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 10.4

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

Response: 1154

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

**Response:** 7.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	05	07	06	08

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 50.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	41	60	66	37

File Description	Document
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0

#### 2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 38.42

#### 2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	05	35	19	12

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

- The institution uses a comprehensive method to assess the students in a given semester. There are set guidelines, procedures and mechanisms for the process of examination. This is effectively followed and periodically revamped for the benefit of the students. Advanced scheduling of examinations enables the students to plan for the year.
- Autonomy has enabled the institution to enjoy academic freedom along with a sense of responsibility. The office of the Controller of Examination is responsible for the entire process of conducting the examination, evaluation and declaration of results. The final degree is awarded by the University of Mysore.

- The assessment is comprehensive and continuous with 'internal assessment' and the 'End of Semester Examination'. The internal assessment includes tests (Theory and Practical), quiz, assignment and presentation which are spread out over the entire semester. Well before the IA tests 50% of the syllabus is covered. The quiz component prepares students to face competitive examinations more confidently. Presentations enhance reference skills, clarity of thought, language proficiency, communication skills and confidence. The End-Semester examination includes theory and practical examination, wherever applicable. Sufficient time is given to the students to prepare for every component of assessment.
- Priority is always given to the student's welfare. In case a student is absent for reasons of sickness or participation in sports/competitions they are allowed to appear for a retest after due approval. This ensures they do not lose their internal assessment marks and can face the final exams with a positive outlook.
- The declaration of the final result on time is the most important aspect of the entire examination process. It is done in the shortest period possible from the last date of the end of semester examinations.
- The use of IT plays a vital role in the entire process of examination. Starting from monitoring the attendance, issue of hall tickets, conduct of examination, valuation and declaration of the result, the role of IT is significant. Coding and decoding of answer scripts during evaluation is done to maintain the integrity of the entire process.
- Prior to the End Semester examination, each department calls for a Board of Examiners' meeting wherein faculty from other institutions and internal members set and finalize the question papers. This ensures transparency in the evaluation and assessment process.

#### **2.5.5 Status of automation of Examination division along with approved Examination Manual**

##### **A. 100% automation of entire division & implementation of Examination Management System (EMS)**

##### **B. Only student registration, Hall ticket issue & Result Processing**

##### **C. Only student registration and result processing**

##### **D. Only result processing**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

<b>File Description</b>	<b>Document</b>
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## **2.6 Student Performance and Learning Outcomes**

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

**Response:**

- Specific and clearly defined objectives and outcomes of every programme are documented after thorough consultation with competent academic bodies, faculty members, students and other stakeholders.
- After every revision of the syllabus for each course by the Board of Studies, it is ratified at the Academic Council meeting. This gives teachers clarity about the methodology of teaching and prospective learning outcomes.
- A detailed copy of the syllabus with the course objectives along with the Course Outcome (CO) is published on the college website well before the start of the course. This helps the students to get an insight, in advance about the scope of the subject.
- A hard copy of the syllabus is always available with the department for immediate reference. The students are advised to have a copy of the entire syllabus or at least details of the course content, for the particular semester.
- The college believes in a learner-centric approach wherein efficiency of education is measured by learning outcomes. In view of this, the college has amalgamated use of technology, hands-on experience, industry visits, group discussions, exhibitions, workshops and seminars to co-opt students into the learning process.
- The faculty members assist the students in arriving at a clear understanding of the Programme Outcome, course outcome and course specific outcome. This is ensured through an orientation programme at the beginning of every academic year. Bridge Course both formal and informal, helps the students to make a smooth transition from their earlier level enabling them to cope with the academic demands of the institution.
- Periodic department level meetings are conducted to take stock of the progress of a course and a review is done at the end of the semester. This helps teachers understand and deliberate on possibilities and limitations of a course and the learning outcome, which in turn assists in future redesigning of the framework and the content of the course if necessary.
- To further assess the effectiveness of the programme, feedback from students is taken at the end of the programme.
- Guidance is also sought from academic experts, industry experts, and alumni whenever syllabus modification is done in tune with changing times in the framework of a course.

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

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

**Response:**

- Attainment of The Programme Outcomes (PO) of any program reflects on the personal, societal and professional progress of an individual and his/her role in society. Collecting this information from the college alumni and bringing them under the umbrella of the Alumni Association gives a method to assess Program Outcomes. Periodic meetings of the Alumni Association with the members of the college Governing Body and Faculty helps the institution to see the big picture in terms of Programme Outcomes.
- Assessing the Programme Specific Outcomes (PSOs) involves a detailed analysis of Course Outcome, information on further higher studies, placement details and feedback from the general public. The office of the Controller of Examination, Academic Section, IQAC, and the Placement Cell together play an important role in integrating all the information and analyzing it.
- The Institution, being an autonomous one, has evolved a mechanism to measure the Course Outcomes (COs) through the evaluation systems for each course which is a combination of quantitative and qualitative evaluation. The details are as follows:

**I) Quantitative assessment:** The institution measures the attainment of the outcomes of a course through continuous internal assessment methods along with an

end semester examination.

**(a) End semester examination:** The institution uses the end semester examination to assess the level of learning outcome during a course. This includes the theory examination along with the practical examination, project and viva wherever applicable. The results are announced online at the earliest so that students can plan their future well in time.

**(b) Continuous internal assessment:** This includes a number of processes which vary with the type of course and program. They can be enlisted as:

- (1) Test
- (2) Project
- (3) Quiz
- (4) Presentation
- (5) Field and Industry Visit
- (6) Assignments – which include written work, Models and Charts.
- (7) Seminars and
- (8) Viva Voce

- This blend of different assessment tools provides a fair means of assessing the learning and absorption capacity of students with diverse capabilities, at the same time keeping them focused on their academic objectives.
- It also gives them an opportunity to express and explore their talents, and come out with their original thoughts and ideas.
- The process of internal assessment is spread out uniformly over the entire semester.

**II) Qualitative Assessment:** This normally happens after the end of the semester. The qualitative interpretation of the results using various tools gives an insight into understanding the effectiveness of the methodology of quantitative analysis. The MIS makes possible the generation of customized statistics of the performance of the student; subject-wise, course-wise or category-wise. Using these statistics, in consultation with the respective teachers, measures are taken to ensure that students with academic difficulties are helped through remedial classes, language enhancement classes, mentoring, counseling, and parental support.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 82.54

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

Response: 572		
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution		
Response: 693		
File Description	Document	
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>	
Any additional information	<a href="#">View Document</a>	
Link for annual report	<a href="#">View Document</a>	

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process
Response: 3.56

### Criterion 3 - Research, Innovations and Extension

#### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years



2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** B. Three of the facilities exist

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

## 3.2 Resource Mobilization for Research

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

**Response:** 32.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	9.8	3.2	9.17	9.91

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2 Number of research centres recognised by University and National/ International Bodies****Response:** 0**3.2.2.1 Number of research centres recognised by University and National/ International Bodies**

File Description	Document
Names of research centres	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.3 Percentage of teachers recognised as research guides****Response:** 0.54**3.2.3.1 Number of teachers recognised as research guides**

Response: 1

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

Response: 185

File Description	Document
Details of teachers recognized as research guide	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year****Response:** 0.32

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

Response: 12

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

##### Response:

Developing research capabilities and creating an incubation cell have been some of our priorities. Our initiatives are in line with international developments, guided by the adoption of the Sustainable Development Goals (SDG) by the UN in 2015 and the role of Science Technology and Innovation (STI), to achieve them. They are relevant to Indian conditions.

The objective of setting up the incubation cell was to connect these developments at the UN level to the vision of the college to harness STI for the benefit of local communities. Discussion was initiated in 2017 with The Sustainability Platform (TSP), Asia, an organization founded at the 26th Engineering Congress of the Institution of Engineers held in December 2011.

TSP initially started working with Engineering Colleges to promote Quality and Excellence in Education using a Sustainability Lens. Later, Science and Humanities Colleges were included. TSP has co-opted a number of educators, innovators, entrepreneurs who work closely with UN organizations as sustainability practitioners.

An MoU was signed in July 2017 with TSP to draw upon their knowledge resources and institutional linkages in India and Asian countries. An International Conference on 'Knowledge Partnerships to Advance the SDGs' was held in November 2017 and workshops by domain specialists on Sustainable Cities, Renewable Energy, Skilling for the SDGs, Good Health and Well Being and Water. As a sequel, a second conference on the SDGs was held in February 2019 giving shape to an Incubation Cell, around the concept of 'Innovation, Design, Enterprise to Advance Sustainability (IDEAS)' that TSP is anchoring. Deliberations at the February 2019 conference through 15 Master Classes in areas relevant to the setting of an IDEAS Incubation Centre jointly with TSP are underway. The TSP-Philomena's IDEAS Incubation Centre will be set up around August 2019. As a part of the Centre, a School for Renewable Energy and a School for Biodiversity are planned. Some Research programmes carried out in the campus have long lasting impact on the surrounding communities. Ms. Hitha Nair, Faculty of Food Science and Nutrition has worked on iron deficiency in adolescent girls.

She formulated a cost effective supplement using locally available ingredients and branded it as "Ferrovita" <https://youtu.be/2evNysIR16E>. This can considerably supplement iron deficiency. The clinical tests are on. A minor research project (UGC), Study of Butterfly Bio-diversity by Dr. Ruth Shant hakumari, helped in listing nearly 100 species of butterflies in the campus. As a follow up, a butterfly park was developed which can be used as a live laboratory to learn the life cycle of butterflies. A major research project (UGC) on female sperm storage in the oviduct of the Indian Garden Lizard, Calotes Versicolor, for 4-6 months was studied. A protein from the oviduct was isolated and sequenced. Establishing its structural uniqueness and functional roles will help evolve a foolproof method of tissue storage. The principal investigator applied for a DST project and a grant of Rs. 35,00,000/- has been released to continue this intriguing project..

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

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

**Response:** 45

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	10	9	2	5

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response:** 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response:** 0

## 3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

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

Response: Yes

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

## 3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

## 3.4.3 Number of Patents published/awarded during the last five years

Response: 0

## 3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>

## 3.4.4 Number of Ph.D.s awarded per teacher during the last five years

**Response: 0**

3.4.4.1 How many Ph.Ds are awarded within last 5 years

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 1.72**

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

2017-18	2016-17	2015-16	2014-15	2013-14
46	14	35	36	32

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response: 0.44**

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	11	1	3

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 2.66

File Description	Document
BiblioMetrics of the publications during the last five years	<a href="#">View Document</a>

### 3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 3.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: No

File Description	Document
URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy during the last five years

Response: 0

#### 3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>

### 3.5.3 Revenue generated from corporate training by the institution during the last five years

**Response:** 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>

## 3.6 Extension Activities

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

**Response:**

The institution promulgates social values as a part of its Vision and Mission. It recognizes the importance of such values in the Holistic development of students and accordingly the curriculum is prepared.

Gender Sensitization is one basic requirement for the all-round development of an individual. After the Nirbhaya case, a protest march was organized, against cruelty to women, an unacceptable crime. Street plays, processions, essay writing, poster making and drawing competitions are held regularly to sensitize the student community. In collaboration with Jyothi Welfare Centre, Mysore, the Social Work department creates awareness among Self Help Groups (SHGs) of rural Mysore.





World AIDS Day is observed annually to create awareness about HIV/AIDS. With St. Joseph's Nursing College and Asha Kirana Hospital (work exclusively for AIDS patients), programmes like processions, street plays, distribution of red ribbons are organized. Experts are invited to make students aware about the need for being humane to AIDS patients.

Voters' awareness programme : To overcome the general apathy among the young people to vote, a street play "Each Vote Counts" was enacted.

Swachh Bharat Abhiyan : Staff and students regularly organize campus cleaning drives. We also participated in the "Clean Mysore Drive" organized by Mysore City Corporation with voluntary organizations.

Consumer Awareness Programme : The staff and students in association with Mysore Grahakara Parishat (MGP) organized a food adulteration demonstration to create awareness in the local community and students.

The Department of Social Work with MGP carried out a traffic survey (March 5th -7th 2018) to gauge the impact of rapidly increasing vehicular traffic on Mysore-Bangalore Highway.

Environmental awareness programme : An International conference on "Climate Change - Inconvenient Truths, Status and Way Forward" was organized in April 2015. Pre-conference events were conducted to create awareness about the theme. Pamphlets were distributed at Chamundi Hills and Kukkarahalli Lakeside and signature campaign was organized to sensitize the public for personal commitment and involvement in saving nature.

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The Ultimate! ..... It's the Ultimatum



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On International Yoga Day, students and faculty were part of the Yoga Programme organized at the Mysore Palace grounds. Their participation stressed the value of Yoga practice in maintaining physical and mental well-being.





Students participated in “Challenge Run” organized by Columbia Asia Hospital, Mysore, in association with “Sports and Beyond” on 25.05.2018 to sensitize people about medical emergencies. The 10 Km Challenge Run in the city with the theme ‘Give way to save life’ made the citizens realize the importance to give way for ambulance.

Literacy Programme : The staff and students conduct classes in English, Mathematics and Kannada for children of nearby government schools, to help upgrade their standards. The college academically adopted the Government Higher Primary School in Kesare, Mysore and Mr. Deepak Roy, an alumnus and CEO of a software company, donated a software for computerization of attendance (smart attendance app) in the presence of His Highness Yaduveer Krishnadatta Chamaraja Wadiyar, the Scion of Royal Family of Mysore.

This literacy programme is extended to students of a Government school in Medar Block.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

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

**Response: 13**

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	3	3	1

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 37.43

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

2017-18	2016-17	2015-16	2014-15	2013-14
400	720	1654	680	125

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Government or NGO etc	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 0

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>

### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response: 80**

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

2017-18	2016-17	2015-16	2014-15	2013-14
56	18	6	0	0

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

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

**Response: 23**

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	14	1	1



File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college enshrines an aesthetic, eco-friendly campus of flora and fauna with an infrastructure that can be the pride of a self-reliant university. It supports all academic, research and field based courses in its select disciplines and it has a rare blend of Victorian and contemporary architecture. With its landscaped environs, infrastructure is in fact one of the strengths of the college. It houses spacious conference halls, ICT enabled classrooms, laboratories, library with a collection of archival value and a research centre. Spacious sports grounds, outdoor and multi-purpose indoor stadiums, air-conditioned auditorium, a multi-facility gymnasium, a state of the art multimedia studio are some of the other facilities in the campus.

**Classrooms:** The College has large and well ventilated classrooms in both UG and PG blocks. Most of the class rooms are equipped with multimedia projectors with LAN and internet facilities used extensively by the teachers. In the PG block, on every floor, there is an extended space provided for teacher - student interaction.

**Laboratories:** The College has spacious and well equipped laboratories. Each lab is equipped with UPS systems and a generator for power back up. The computer lab has a server room with two high end servers which connect all the computers and nodes in the lab. Virtual computing and cloud computing facilities are provided with stable structured cabling. The science departments have the latest equipment and instruments. These are used both for teaching and research activities. The college has SPSS software. The language lab is well equipped with twenty computers and software from Clarity Language Consultants Ltd.



**Museums:** The Botany and Zoology department have well maintained Museum with rare specimen. The Zoology museum has a separate section for osteology and it has quite a few rare collections of complete skeletons and a few osteology specimen of various animals.

**Library:** The College Library has a collection of over 43000 books and 3000000 e-books. It subscribes to over 6000 e-journals, 81 print journals and magazines on various topics. Library has a growing section on digital learning resources in the form of nearly 200 CDs and DVDs. The classification of these materials in the library is in accordance with the scheme as specified in the Dewey Decimal Classification (DDC).



**Staff Room:** Most of the departments have individual staff rooms with computer, internet and storage facilities. This enables effective student teacher interaction on a personalized basis.

**Studio:** The PG block has a well-equipped multimedia studio. This studio helps the faculty to develop e-contents related to their subjects and serves as a working lab for students of journalism and B. Voc. (Media and Entertainment).





**Green House and Butterfly Park:** The department of Botany maintains a green house which has indigenous and exotic plants. The college garden has many species of medicinal plants and a plant propagation unit. Around 100 species of butterflies are listed in the campus. The butterfly garden has many larval host plants and nectar plants.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

##### Response:

The college has adequate infrastructure and equipment for sports and cultural activities. The sprawling ground provides facilities for cricket, hockey, football, volleyball and has a 200m track for athletics. The indoor stadium was constructed in the year 2015, which can accommodate more than 1500 students. The state of the art indoor stadium houses a gymnasium, a basketball court, table tennis board, shuttle badminton courts, and tennis courts, carrom boards, chess and facilities to do Yoga. The gymnasium is well-equipped and has an experienced trainer. As both the hostels for boys and girls are situated within the campus, the indoor and outdoor games and gymnasium facilities are easily accessible to the resident students.



Students who excel in sports and participate in various state or national level events are identified during the time of admission. The students' sports activities are steadily monitored and necessary inputs and training for enhancement are provided. Special consideration is given to the students when they represent the college at various sports and games events in the University or at inter-collegiate levels. Students who represent the college in any sports or games event are provided with necessary sports material and allowance for travel and food. The college also conducts extra classes for these students if necessary.

At the end of each academic year students who excel in sports and those who represent the University are honoured during the college Annual Sports Meet in the presence of distinguished sportsmen and Alumni members. The distinguished sports person's profile and achievements are published on the college notice board, in the campus newsletters and the college magazine.

For co-curricular activities there is an auditorium, an open air theatre, indoor stadium and six conference /multimedia rooms where various cultural and literary competitions are conducted on a regular basis. The college encourages co-curricular activities for the all-round development of the students.

Various committees are formed to supervise and conduct the activities. The college creates platforms for diverse talents like debate, quiz, singing, dance, acting, mimicry, instrumental music, cooking, rangoli, flower arrangement, mehendi and so on. Every year, Talents Day is celebrated for two days in a festive spirit. Various competitions are held and at the valediction, prizes are distributed to the winners. Students with talents are encouraged to take part in inter-collegiate and state level competitions.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 77.78

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 63

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 36.75

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
421.11	272.82	199.39	261.96	138.13

File Description	Document
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

St. Philomena's College Library is fully automated using Integrated Library Management Software called EASYLIB (Entire Automation System for Libraries). It performs various functions related to library while helping to improve operations, user satisfaction and achieve the dreams of having a state of the art library. It is a fully automation system for the library to manage all its resources and services. The issues and returns of books are done using the circulation module of this software. WEB OPAC (WEB Online Public Access Catalogue) facility is available which allows the readers searching for books and journals through Author, Title, Publisher, Accession Number, subject, Class No., Keywords, etc and helps them to know the status of availability of the books in the library. The users can also get the list of new arrivals to the library instantaneously. The library currently uses **Web version** of the *Easylib- library automation software*.

To access the St. Philomena's College Library OPAC please click the link below:

<http://27.34.244.194:1234/easylib>

The Central Library has incorporated the latest technology and increased its e-resources collection. It is a member of the UGC E-resources project namely, N- LIST ( <http://nlist.inflibnet.ac.in/>) of the INFLIBNET Centre. The N- LIST Project provides full text access to more than 6,000 e-journals and 30,00,000 e-books to students, faculty and researchers. In addition to that, link to scholarly open access journals/database is also available on the Library webpage.

<https://stphiloslibrary.weebly.com/>

The digital collection of the Central Library has been strengthened with state of the art Techfocuz Digital Library 4.02 from Focuz Infotech. It is a high performance, highly sophisticated CD/DVD mirror server solution designed to share CD/DVD based information simultaneously and effectively. Students and faculty can access these e-resources 24/7 not just across INTRANET facility of the campus (including departments and hostels) but also through INTERNET.

Weblink for the digital library: <http://27.34.244.195:8080/DLClient6/login/login>

**THE UGC-NETWORK RESOURCE CENTRE** in the Central Library is well-equipped with computers and an internet connection. The UGC-Network Resource Centre offers the students, faculty and research scholars with the added advantage of easy access to their field of interest and the opportunity to keep themselves abreast of the dynamic knowledge bank. This centre has a dedicated LAN connection with uninterrupted broadband connectivity provided under National Mission on Education through ICT of the Ministry of HRD by BSNL through 10Mbps broadband over Virtual Private Network (BBoVPN) and dedicated internet server with static local IP providing access to the e-resources, Network printing and data transfer facilities, photocopy/reprography service is also provided.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

St. Philomena's College library has a very good collection of rare books dating back to 1907. Most of the rare books are in English and French. Titles include The Historians History Of The World series edited by William Henry Smith, Shakespeare Survey - An Annual Survey Of Shakespeare, Readings In The Life Science - Offprint collection, Collected Plays And Short Stories by Sri Aurobindo, Organisme Bhémie by Beilstein, Castes And Tribes Of Southern India by Thurston Edgar, The Collected Works Of Mahatma Gandhi, etc. These rare books are maintained specially and binding of these books is done as and when required. Although these books are not under circulation users can refer them in the Library. The Central Library has plans to digitize these collections and put it on the library website so that these books can be accessed without any limitations of location and time.



The library also has an extensive collection of reference sources like Encyclopedia Britannica, Dictionaries, Biographies, etc.

St. Philomena's College Library has nearly 43,000 books and subscribes to over 81 print journals and magazines on various topics (2018-19). This includes around 615 rare books, back volumes of 60 journals/periodicals and nearly 110 project reports. Apart from this, the library has a growing section on digital learning resources in the form of CDs and DVDs (nearly 200). The classification of these materials in the library is in accordance with the scheme as specified in the DDC (Dewey Decimal Classification). The reference Section has several Encyclopaedias, Year Books, Dictionaries and books on General Knowledge. In order to enrich the library, number of valuable books on varied topics of study and interests are added every year.

Please find attached below the file for accessing online links for College Library Website and Digital Library.

<https://stphiloslibrary.weebly.com/>

For CD/DVDs: <https://stphiloslibrary.weebly.com/collections.html>

For Project reports: <https://stphiloslibrary.weebly.com/collections.html>

List of Journals/Periodicals: <https://stphiloslibrary.weebly.com/collections.html>

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)****Response:** 2.61**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
3.33	2.63	2.37	2.72	1.99

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 3.52**4.2.6.1 Number of teachers and students using library per day over last one year**

Response: 80

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The institution has ample IT infrastructure. The campus is connected across with one network and has access to internet and intranet. Servers and routers are placed at strategic locations to provide seamless network connections to all classrooms and administrative offices. Most of the classrooms have Wi-Fi enabled ICT facilities. Students and faculty members have access to electronic database (digital library) which encourages them to use e- learning resources 24x7. The college has implemented the biometric system for staff attendance and students enter the campus after swiping their RF ID cards near the security gate. These RF ID cards help the students to know their attendance, IA test marks, room number and seating arrangement for examinations. CCTV cameras placed in the classrooms and around the campus ensure the security of the students and staff.

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A coordinator updates the college website time to time and all the important notices and invitations of the academic, co curricular and other programmes are uploaded on the website.

IQAC has organized many workshops and hands-on experience programmes to enrich research techniques, data analysis, online information sourcing, evaluation methodologies and e- content preparation classes for the faculty. The institution continuously evaluates current needs and accordingly the internet bandwidth and Wi-Fi connections are upgraded.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 8.57

File Description	Document
Any additional information	<a href="#">View Document</a>

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

File Description	Document
Any additional information	<a href="#">View Document</a>

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

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 54.79****4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
445.76	455.67	350.56	365.91	240.76

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

##### **Response:**

The institution believes in optimal utilization of resources and facilities which calls for proper maintenance of infrastructure and support systems. Maintenance of general infrastructure, buildings, laboratory, classroom etc. is done by a team of personnel including a plumber, electrician, carpenters who work under the guidance of a supervisor. Garden maintenance is taken care of by a team of gardeners. Housekeeping and cleanliness is outsourced to a private agency and a manager supervises the functioning of the house keepers. A team of housekeepers sweeps and swabs the entire buildings and corridors twice a day.

The Rector and Vice Rector oversee the day to day working of the college and ensure that the buildings and other infrastructure are properly maintained. Almost all the equipment in the laboratories are insured and protected. Annual Maintenance Contracts (AMC) by external service providers are followed up and renewed regularly. Waste and garbage collection, its segregation and disposal is done by a team of internal staff.

Lifts are maintained by and covered under AMC. Amenities such as Air conditioners, CCTV cameras, water purifiers, generators, UPSs etc. are regularly checked and maintained. Qualified and competent system administrators take care of the maintenance of computers, computer labs, network and also the college website. The Annual maintenance contract with hardware suppliers for maintaining computers and accessories is operational. Software is licensed and regularly upgraded. A team comprising the Physical Education Director, and Sports Secretary and maintenance staff looks after the sports facilities like the Indoor stadium, multi gym and the outdoor stadium. Regular watering and rolling of the grounds, de-weeding and making the track are some of the tasks in the sports ground. The multi gym is maintained by a professional gym instructor.

The library and its corridors are swept, mopped and maintained dust free and clean by the house keeping team and support staff. They also take care of dusting the books and furniture. A Library committee headed by the Librarian takes care of day to day maintenance of the library and its infrastructure. Maintaining the stock register and the details of available books and journals, sorting and arranging them in the respective racks, maintaining the issue register etc are meticulously done to enable the students to use the library effectively.

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 29.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
539	328	309	325	1226

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

**Response:** 37.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
547	1256	971	434	388

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling



- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 6.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
277	41	68	53	223

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 1.07**5.1.5.1 Number of students attending VET year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
25	37	30	14	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 10.84**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
97	38	65	38	38

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 28.5**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 163

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 24.67**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	4	3	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	16	10	8

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

**Response:**

Students are an essential part of all college activities. This enables them to become efficient leaders, who voice their ideas. The various activities in the academic calendar are based on their inputs.

Internal Quality Assurance Cell (IQAC) has student representatives.

The management of the institution frames its policies keeping in mind the students, our primary stakeholders. Successful and effective realization of the vision and mission is achieved by the healthy relationship among various stakeholders. Students have a platform to contribute their ideas and express their grievances.

Inputs given during parent-teacher interaction with their wards help in incorporating new academic programmes. Most of our PG, Diploma, Certificate and B.Voc. programmes are the results of incorporating such suggestions.

Since the spirit of volunteerism is embedded in the very culture of the campus, student coordinators are active in the following committees:

**International Students' Forum:** Students from around 30 countries including Tibet collectively brainstorm and address the issues of their respective groups. This gives a sense of mutual support and belonging to them in a foreign land.



**INTERNATIONAL STUDENTS' FORUM**

Year	Convener (Faculty )	Student Coordinator	Reg. No.	Course
2013-2014	Ms. Mary P. Kurien	Ms. Afaaf Hassan	SPN130546	B.Com
		Mr. Abdalrazig Moatsim Abdalrazig Ali	SPB130214	BCA
2014-2015	Ms. Mary P. Kurien	Mr. Abdalrazig Moatsim Abdalrazig Ali	SPB130214	BCA
		Ms. Peinge-Omake In Mweshixwa	SPB130236	BCA
2015-2016	Ms. Mary P. Kurien	Mr. Okumu O Justus	SPM130073	BSc (PMC)
		Ms. Peinge Omake IN Mweshixwa	SPB130236	BCA
2016-2017	Ms. Mary P. Kurien	Mr. Fahad Said Ali	SPP160586	BBM
		Ms. Mona Makvandi	SPP160555	BBM
2017-2018	Mr. Sanjay Nair	Ms. Sarah Heminie	SPL160622	BA
		Mr. Qutbudeen	SPP150669	BBM





**North-East Students' Association:** This includes students from 8 North Eastern states i.e. Manipur, Mizoram, Assam, Meghalaya, Nagaland, Sikkim, Tripura and Arunachal Pradesh. The Association aims at providing them with social and emotional support, while ensuring that their interests are given due consideration in the decision- making process of the institution.

**Akshara Club:** Started in 1999, this club includes students from Kerala. The club members give their suggestions and express their concerns on various aspects. They actively participate in campus cleaning, planting, gardening, charity works and cultural activities in the campus.

**Nature Club:** Students from various streams are members. They are actively involved in campus cleaning drives, planting saplings in and around the campus. Under the guidance of the faculty, students under take the extension programmes in surrounding villages. They educate the villages regarding cleanliness, hygiene, natural foods, medicinal plants etc. Maintenance of Botanical garden and Butterfly garden by the students is an indication of their role in maintaining a healthy and sustainable ecosystem.

**Sports Committee:** All the athletic events are planned and organized by the members of the sports committee.

**Seminar Committee:** The student representatives give their suggestions for seminars including the theme. They prepare the reports and facilitate documentation. To promote global knowledge and build leadership qualities, students take the initiative to organize UN model conferences.

**Cultural Committee:** The members of the Cultural committee make sure the campus is vibrant and student participation is optimum.

**Philoline/Philovault:** Students of Journalism, under the guidance of teachers keep track of the happenings in the campus and publish a periodical, Philoline. This gives them a platform to express their ideas.

**Hostel Committees:** Committee members take most of the decisions to make the hostel a *home away from home* deciding the menu, extra-curricular activities, organizing outings and celebrations. Students act as prefects on rotation basis and maintain the accounts.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 49.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	49	56	51	46

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

### CONTRIBUTIONS OF OSA

The flag bearers of any institution are its alumni and they are involved in all activities. They are the brand ambassadors, loyal supporters who foster the spirit of belongingness and promote the general welfare of the institution.

St. Philomena's College Alumni Association, which was established in the year 1951, is one of the oldest in the city of Mysuru. The pride of St. Philomena's College is the strong bond the alumni enjoy, even after years of their graduation. The Association organized a grand celebration of its diamond jubilee with the active participation of a large number of alumni including students from the first batch of 1946. The members meet frequently and take great interest in the holistic growth of the students of the college-supporting them in academic, cultural, sports, and other activities. They are productively engaged in all walks of life, contributing to the development of society and nation at large.

It is worth mentioning that a few of the first batch students, regularly participate in the various activities of the association even today. The executive committee of the association meets regularly and deliberates on various activities. The college is very proud of its illustrious alumni who are serving the nation in the armed forces. Sqn Ldr A B Devaiah, one of our alumni was awarded Maha Veer Chakra posthumously, his valor and bravery was extolled even by the enemy. Other luminaries who have studied here include Mr. K.S.L. Swamy and Jai Jagadeesh of the Kannada film industry, the Late Mr. A.V. Ramachandra, former Director of the Zoological Survey of India. Many teachers, professors, Vice Chancellors, police officers, doctors, engineers, and policy makers are all members of the Association and regularly contribute to the growth of the institution. Their enthusiastic and supportive feedback during the previous NAAC accreditation process has helped the institution considerably. They also readily contribute financially whenever the need arises. During the Golden and Diamond Jubilees of the college a number of competitions were organized and the prizes were sponsored by the members of OSA. Whenever the departments conduct seminars and workshops the alumni generously contribute to these academic events. They have also donated 500 valuable books to the college library. The alumni have instituted scholarships to benefit the poor, deserving and meritorious students. The values inculcated by the college have made our alumni sensitive to the needs

of the society. When Coorg district faced a disastrous natural calamity, they contributed Rs. 31,000 towards the support of the homeless and distressed. As members of IQAC they give valuable suggestions for quality enhancement of the college. They also facilitate industrial visits, study tours and internships for our students.

Some of the alumni are parents of the present students, which is testimony to the impact the college has had in their lives. The Alumni Association has been donating medals and shields, encouraging sports in college. The alumni association is thus an integral part of our institution.

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

**Response:** <2 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 39

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	6	10	11

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

**Vision:** To Impart quality and value based education to all sections of society without bias or discrimination by means of which character is formed, the intellect is expanded and youth are empowered to face life and its challenges.

**Mission:** To transform young men and women who come to learn not just from books, but also from life and the experience of working and playing together to impart life skills which will enable them to become good citizens with integrity, self-reliance and discipline.

**Decentralization** is practised in all matters of administrative, academic and financial governance. Any administrative or academic matter is thoroughly discussed and deliberated in a participative and democratic manner. The various bodies responsible for governance are:

**The Governing Body** is the apex body headed by the Bishop and comprising of representatives from the management, nominees from the UGC, Affiliating University and the Government, the College Principal and senior faculty members. The Governing body gives the final approval on all matters proposed by other functionaries such as members of the staff, heads of departments, the Principal and the Rector, in a hierarchical fashion. Decisions taken at every level on all issues ensure that the values of the founding fathers are reflected and endorsed in the best interest of the students, our primary stakeholders.

The committees, which play a major role in the functioning of the college, are given **freedom to discuss all issues and take decisions**. Faculty with leadership potential are encouraged by the college to take up responsibilities of higher order. The activities of various committees and clubs provide opportunities for the staff and students to hone their leadership skills.

Members of the teaching staff have the freedom to use their subject expertise and teaching experience to design the curriculum. The representatives of the Management are involved in overseeing and suggesting necessary changes to ensure that the program is in conformity with the mission of the institution. The academic governance has effected timely and **regular innovations** by introducing new courses and programmes under the autonomous system. The Life Skills course is one such unique and successful step towards accomplishing the mission of the college.

The nature of **financial governance** is reflective of the vision of the college. The admission policy of the institution ensures that admission is given to every student irrespective of caste, creed, religion or economic background. The management takes necessary initiatives to generate funds so that under-privileged students are given fee concessions. A number of scholarships on need-cum-merit basis have been instituted by the college, Alumni Association and generous philanthropists, to support the education of the weaker section. Students from economically backward sections and rural areas are given subsidized accommodation in hostels run by the management.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 6.1.2 The institution practices decentralization and participative management

##### Response:

The college practises a culture of participative management and decentralization in its day-to-day activities. Regular staff meetings and departmental meetings are held and decisions are arrived at, taking into consideration the suggestions of the stakeholders thereby **ensuring inclusiveness**. The departments are given freedom to design the curriculum, frame the syllabus and structure internal assessment methodology. They also assume responsibility for mentoring, personal and career counselling and conducting curricular and co-curricular activities. Various committees, with senior faculty members as conveners, are constituted with each member of the staff included in at least one committee. Successful conduct of events like Seminars, Conferences, Convocations, Athletic meets is ensured by **delegating responsibilities** to various committees. In this manner, a harmonious, collaborative and inclusive participation of all the stakeholders is ensured.

The admission process involves participation of all staff members. During this process, the teachers, representing various streams meet the students and their parents, counsel the students to enable them to choose courses based on their aptitude and interest.

#### **Case study: Practicing decentralization and participative management.**

The University Grants Commission (UGC) has come up with the **Choice Based Credit System (CBCS)** programme in which the students have the freedom to choose from the prescribed courses, which are referred to as Hard Core, Elective, and Soft Core courses and the entire assessment is graded, based on a credit system. The University of Mysore made the implementation of CBCS in undergraduate programmes mandatory for the academic year 2018-19. In spite of confusion among colleges about the implementation of CBCS as recommended by the UGC, **St. Philomena's College**, under the able guidance of the management representative and after elaborate discussions and deliberations, has been able to evolve and implement its own **unique CBCS system**.

The subject teachers of each department were given freedom to design their own syllabi, in consultation with experts in their field and stakeholders, for at least 10 elective or soft core courses and to finalize them in the meetings of the respective Board of Studies.

The teachers were asked to specify for each academic programme, the structure of the programme (core papers, soft core papers, etc) and state the objectives and learning outcomes, breakup of the syllabus of each course into smaller components called 'Units', teaching-learning methods (number of teaching/lecture, tutorials and Practical hours involved) and evaluation components (nature and number of assignments, tutorials and tests) for the entire programme. The challenging task of working out a feasible system that can be implemented effectively, with all the intricacies involved, required the committed and consistent effort of all the departments. Numerous meetings were held both at the college level and department level to discuss the modalities of the system and to design the curriculum. The syllabi were finally approved by the Academic Council and implemented for the academic year 2018-19.

File Description	Document
Any additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution Response:**

#### **Response:**

In tune with its vision and mission, the college strives to ensure affordable, quality education by working out strategic and meticulous plans for all its undertakings.

Our **perspective plan** is to become a **degree awarding university** and to establish a state of the art **research centre with a strategy for knowledge management**.

The research policy encourages the faculty to engage in research and publication.

**Activity: Organizing International Conference on 'Climate Change – Inconvenient truths: Status and way forward'**

**Objective: To garner inputs and create a sense of awareness among the staff and students, to open up new avenues for research and higher learning.**

**Aligning with the UN policy to tackle climate change, the mission of the college inspires to be sensitive and thrives to mitigate current issues such as** environmental degradation, carbon foot print, erratic climatic conditions, depleting water resources, drought, newly emerging and re-emerging diseases and ever growing population.

The far-sightedness of the Principal, IQAC, faculty and students were pooled together to organize the conference and pave the way for a platform to formulate strategies. To galvanize participation at the local level, a few pre-conference events were organized for the students. Competitions such as designing of the logo,

essay writing, drawing and painting, poster presentation, debate, inter-collegiate quiz, model making, slogan writing, awareness programmes at Chamundi Hills and Kukkarahalli lakeside, Swachh Philos programme involving local leaders and authorities were held throughout the year. The motive was to moot a student- led ecosystem and to sensitize them to individual responsibility towards sustainable practices. The programme involved personalities from ISRO, Mysore City Corporation, NGOs and environmentalists. Proceedings of the conference titled 'Dharini' with ISBN (978-93-81437-92-6) were published.

Deliberations and paper presentations by international Participants (Sri Lanka, Yemen and Japan) and national delegates on challenges and feasible measures to mitigate climate change were focussed on the following sub-themes:

- Climate change and Biodiversity.
- Impact of Climate change on business and economy
- Monitoring and mitigating climate change
- Human impact on climate change
- Waste management and climate change
- Climate change and social displacement of tribals /aborigines
- Response to climate change in arts and literature
- Climate change impact on life sustaining natural resources
- India's response to climate change
- Organizational responsibility in mitigating climate change

The Key note address on 'Climate change and landscape in Asia' was given by Prof. Dr. Shigeko Haruyama, Mie University, Japan. The valedictory address was given by Sri Sri Sri Nirmalanandanatha Mahaswamiji, Seer of Adichunchanagiri Mutt.

Tree saplings were planted by the visiting dignitaries and were geo-tagged to give a lasting impact of the conference.

**The outcome:**

- Multidisciplinary nature of the conference provided opportunity of participation for wide spectrum of streams.
- As a follow-up action the college conducted:

-Three Model United Nations (MUN) conferences on 'Tackling climate change and sustainable development', 'Israel-Palestine Conflict', and 'Climate pollutants' and

-International conference on "Knowledge partnerships to advance UN Sustainable Development Goals".

MoU was signed with The Sustainability Platform (TSP), Asia

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

St. Philomena's College, managed by the Mysore Diocesan Education Society, follows a system of decentralized administration. It has a **Governing Body** with representatives from the UGC, State Government, Affiliated University, Management, Principal and Senior teachers under the Chairmanship of the Bishop of Mysore.

The **College Council** which conducts regular academic meetings consists of the Principal, the Vice-Principal, Controller of Examinations, PG Director, Asst. Director, Deans of Arts, Science, Commerce and Languages, senior teachers and management appointed staff.

The college's internal audit system **IQAC** plays a pivotal role in ensuring quality in the college activities. The Heads and Co-ordinators of all PG Departments work under a Director and an Assistant Director.

The **Examination Cell** led by the Controller of Examinations consists of an Assistant Controller, Chief Superintendent, and an Examination Committee.

The **Finance Committee** with a representative from the Governing Body decides the fee structure, infrastructural needs, funds received and the expenditure incurred. It also approves the budget of the autonomous grant of the preceding academic year and the proposed budget estimate for the succeeding year.

Every department has a **Board of Studies** which meets at least once a year to revise the curriculum with the Head of Department as the Chairperson, members nominated by the affiliating University, management nominees, special invitees from industry and research institutes, and other senior staff members of the department.

The **Academic Council** consists of the Principal as Chairperson, nominees from the affiliating University, heads of all the departments, senior teaching staff, experts from fields like industry, commerce, law, education, medicine, engineering, etc. nominated by the governing body, member secretary nominated by the Principal and distinguished academicians as special invitees. The Academic Council approves the proceedings of the Board of Studies of various departments. Every department has a **Board of Examinations**, consisting of the Chairperson, internal members and external members, which meets every semester, scrutinizes and approves the question papers for the end of semester examinations.

There are various other committees, each convened by senior members of the faculty including teaching, non-teaching staff members and student representatives. These committees meet, take decisions and address various aspects of the college's functioning and report to the Principal regularly. The **Grievance Redressal Cell** tries to resolve the problems faced by the students and the teachers.

The **Office Superintendent** is in charge of the administrative works of the college. The Bursar manages the inventory and the support staff.

The college has both aided and management staff on its rolls. The recruitment process follows norms pertaining to minority institutions and starts with advertisement or notification about the vacant posts in the national and regional dailies. Selection is done adhering to standard selection procedures by a panel consisting of the Head of the respective department, an external subject expert, representatives from the management and the Principal. It is based on qualities like academic excellence, communication skills, teaching aptitude and a positive mindset in tune with the needs of the vision and mission of the college

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

Since its inception in the year 1946, St. Philomena's College has had a rich tradition of promoting talents, literary, sports and extracurricular activities. The **Cultural and Literary committee** comprises of staff and students working cohesively under the guidance of the convener. The committee meets once a fortnight and allocates responsibilities to members to conduct various events. The events are spread out over the year to facilitate maximum student participation without disturbing academic activities.

Extra-curricular activities include essay writing in different languages like Hindi, Kannada, English, Tamil, Urdu, Malayalam, "Pick and Speak", Debate (English, Kannada), singing competitions (folk, patriotic, Bhavageethe, Hindi film hits, regional film hits), painting, collage making, hair styling, mehendi,



mimicry, mono-acting, vegetable carving, photography, rangoli making, flower arrangement, costume designing, fancy dress, dance competition (folk, hip-hop, classical, Bollywood style), eating competition, instrumental music competition, cooking competition and the Mr. and Ms. Philomena pageant. For special events like Mr. and Ms. Philomena, professionals are invited to judge on the day of Philo Fest. The winners are given cash prizes and certificates. Students take up the responsibility to host and compere these events. B. Voc. and Journalism students document the events and upload their reports and videos onto the college website.

Students are encouraged to participate in inter-collegiate cultural competitions. Every year a repertory of senior artists from Rangayana, Mysore trains our students to enact a specific drama.

The cultural committee ensures inclusiveness in all its activities. To highlight the rich culture of the North Eastern states, the concerned committee arranges a North East Day.

As the college has students from different countries with different cultural backgrounds, the committee creates a platform for the students to showcase their culture during International Students' Day.

Apart from cultural events, the committee takes pride in organizing various programs like celebration of Independence Day, Teachers' Day, Kannada Rajyotsava, Christmas Day, Republic Day, Fun Week followed by Philo Fest.

The month of November highlights the importance of the Kannada language, literature, culture and traditions of the state. The cultural committee shows its love and reverence for Classical Kannada by observing Kannada Festival during November. Personalities like Dr Dharani Devi Malagatti, Director, Karnataka Police Academy, Prof. Krishne Gowda, well known humorist of Karnataka and other eminent persons have been invited to enlighten the gathering on the richness of Kannada. On that day, all the students including the foreign nationals speak in Kannada repeating Ellarigu Kannada Rajyothsavada Shubhashayagalu (We wish everyone Happy Kannada Rajyothsava)

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The management recognizes that the growth of the institution depends on the well being and strength of its employees. The Institution has a legacy of **harmonious functioning and co-existence** of its employees immaterial of educational or economic status. Dignity is ensured for every type of job and the interdependence and **respect** for each other is evident in the day-to-day functioning.

There are a number of **welfare measures** in place for all staff members. The ethos of St. Philomena's institution ensures unity in diversity which is essential for the holistic well-being of the employees.

A **sense of belonging and solidarity** is ensured by the regular coming together of the staff for meetings and celebrations. **Take home salary** of our employees means the salary for which they sign in the acquittance register. Much before the government introduced banking facilities for its staff, the college management ensured accountability and transparency by transferring the **salaries to employees' bank accounts** in the campus branch. This also enables the employees to avail bank loans and other credit facilities from institutions and business establishments.

Every employee drawing a gross salary of Rs.21,000/- and below enjoys **Employee State Insurance(ESI) benefits**. Employees drawing a gross salary of Rs.15000/- and below at the time of joining have a **Provident Fund** to fall back on after their service and to help in availing loan facilities. There is also a family welfare fund, group insurance (GSLIC) and accident insurance, all of which take care of the financial welfare of the staff.

The campus has a state-of-the-art **Crèche**, which provides a secure and clean environment, where young parents can confidently leave their children for the day, to be taken care of by a competent lady staff. Proper intervals and rest time are assured for every employee when they are on campus. There is a well-equipped gymnasium and facilities for indoor games for the benefit of the staff. Hostel facility is available in the campus for outstation employees. Fee concession is available for the children of employees who wish to pursue UG or PG academic programs at the college. St. Joseph's Hospital run by the same management, is

easily accessible both for **medical treatment and medical emergencies**. Loans and advances to the tune of Rs. 10,53,500/- have been distributed to the staff during the last 5 years.

**Amount paid from ESI to staff (in Rupees)**

2013-14	2014-15	2015-16	2016-17	2017-18
10,66,622	8,44,939	3,67,508	3,48,214	7,14,807

Amount Paid towards staff- student insurance Premium (in Rupees)		
2014-15	2015-16	2016-17
2,80,760	2,18,070	2,63,000

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 14.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	12	3	15	8

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.2

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



2017-18	2016-17	2015-16	2014-15	2013-14
4	7	5	4	6

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

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

**Response:** 13.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	8	10	14	18

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The activities of the staff on campus are discreetly supervised by the management and suggestions given confidentially to ensure commitment, a sense of belonging and responsibility on their part.

Teaching staff maintain work diaries in which details of the portions of the syllabus assigned, number of hours allotted, engaged and date of completion hourly transaction of syllabus according to the time table are recorded. The work diaries are monitored by the heads of the department at the end of every week and

submitted to the college council for further scrutiny to ensure quality in the teaching process. In case of laxity, the college council counsels the concerned teachers.

It is mandatory for aided teachers to submit a self-appraisal report that gives an account of their academic performance, innovations implemented in teaching and achievements and challenges faced during the academic year. The Principal scrutinizes these self-appraisal reports and makes relevant observations. These are once again reviewed by the Management before they are sent to the Regional Joint Director of Collegiate Education.

Annual reports of research and publications are collected and whenever the Principal or the Management observes the need for improvement in pursuing excellence in teaching/research or in clearing NET / SLET, staff are reminded and encouraged to enhance their academic achievements and all the necessary support is provided. The annual student appraisal has been made online and the reports are made available to the teachers to be used for improvement in their performance. The atmosphere is conducive to a free exchange and the rapport between the teachers and the students is such that they are open to express their opinion directly or in certain situations to the head of the department and necessary remedial measures are initiated.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

For all income and expenditure, one internal audit per year is done and required receipts and payment statements are submitted to recognized chartered accountants who audit them and submit the audited reports. For grants received from UGC, regular utilization certificates duly audited by chartered accountants are submitted to the UGC.

The auditor studies the guidelines for autonomous colleges, UGC guidelines, State Government guidelines and Trust deeds and notes the rules and regulations relating to accounts. The governing body passes resolutions from time to time in respect of accounts. A copy of the Minutes is made available to the auditor so that he ensures that the decisions of the governing body are complied with.

The auditors obtain a copy of the budget or financial statements to study different heads of income and expenditure. They thoroughly assess the strength of the internal check. They vouch the grant-in aid from the government to ensure that funds received for a particular purpose are utilized for the same. The auditors verify the cash receipts of monthly fees, examination fees, tuition fees, laboratory fees and fines, and whether daily remission of cash to the bank is done.

Donations and other subscriptions from various authorities are accounted for and acknowledged. Income from property, investments and other sources are verified from the vouchers. Fee concessions and other charges are duly authorized by the concerned authority and any irrecoverable charges are written off only after authorized recommendation. The amount paid as salaries is vouched with the salary register and any increment to an employee is duly sanctioned and updated in the concerned staff's service register. Payment of salaries to the staff is checked for deduction of income tax at source, and the same is remitted to the Income Tax department. Regular verification is carried out to make sure that the staff provident fund is invested as per rules.

The establishment expenses are vouched and ensured that the capital expenditure has not been treated as revenue expenditure or vice versa. Payment of scholarship is verified with the receipts from students, scholarship register and bank statements. The balance sheet is checked to ensure that all the assets and liabilities are exhibited. The stock of equipment, stationery and furniture is verified.

The auditors check the payment vouchers for compliance of payment requirements. They also check the payment invoices for valid GSTIN and PAN number of the dealer. Payment made by the institution for contract jobs like building repair, painting and printing is checked for TDS deduction from the total bill amount and for prompt filing of quarterly TDS.

Two external audits are done per year. The audited accounts for funds received from the Government (State and Centre) and income and expenditure incurred for aided courses are scrutinized again by the auditors from the Department of Collegiate Education and the office of the Auditor General of Karnataka and Government of India. Whenever there are any objections raised, clarifications are given with supporting documents and vouchers to justify the expenses.

incurred.

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### **File Description**

#### **Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

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

**Response:**

A detailed annual budget for expenditure is prepared by the Finance Committee before the beginning of each academic year and presented to the Governing Body which in turn allocates funds based on the priorities and significance of the projects.

Financial plans are made towards infrastructure improvement such as building additional ICT-enabled class rooms, laboratories and space for other amenities. The selection of vendors and service providers is made based on tenders and /or standard procedures.

A considerable amount of human effort and money go towards the challenging and financially strenuous task of maintaining the more than seven decade old buildings of the college.

Efforts are made to augment finances and adopt economy measures in some areas to ensure overall growth of the college. There has been a regular increase in the salaries and allowances paid to the staff over the past five years because of this financial planning.

Apart from the income generated mainly from student fees collected during the academic year, the college has been mobilizing resources by conducting a number of distance education programmes using the infrastructure and human resources of the college during summer vacations. The amount from fee collection is deposited in fixed deposits till it can fetch a substantial amount of bank interest.

In addition, the college generates funds by way of registration fees, sponsorship and donations during conduct of conferences, seminars and workshops.

Major and minor research projects sanctioned by various funding agencies like VGST, UGC, DST to the faculty also contribute to the building up of resources. Regular and substantial revenue is generated by renting out the playground, auditorium and the newly constructed indoor stadium (with its in-house gym) to others, when not used by the college. Parking fees from students, rent from canteen, ATM and on-campus bank branch also provide a steady income to the institution.

## 6.5 Internal Quality Assurance System

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

**Response:**

**Title: MENTORING SYSTEM FOR UG students**

- **Objectives:**

- Building a student community that will work as a catalyst for positive change in society and towards a united world with diversity.
- Fostering holistic development of students
- Having a student support system in place.

- **The Context**

- With the mentoring system, there is scope for a healthy teacher-student interaction that ensures mutual respect and trust. Teachers can identify the strengths and weaknesses of their mentees- academic as well as personal. This creates room for personal counselling and guidance.

- **The Practice**

- Teachers are given special training in mentoring.
- 20-25 students are allotted to each UG teacher as mentees for three years. The mentee information sheet include academic, co-curricular, personal and family details of the students.
- The mentor meets his/her mentees regularly and points out strengths and areas for improvement in each student. The students are guided in setting long-term career goals and short-term learning objectives to improve their overall performance.
- Mentor Teacher- Parent Meetings along with the ward ensures the extra input required to guide the mentees.

- **Evidence of Success**

- The overall performance, discipline, attendance percentage and attitude of the students has improved.
- Highly appreciated by the parents who have seen marked improvements in their wards.
- Identification and aiding of economically weak students is achieved.

### II. Title: Human Values and Life Skills development education for healthy social integration.

- **Objectives:**

- To inculcate ethical, moral, social and environmental values.
- Develop and nurture positivity.
- Understand issues concerning sexuality and gender.
- Self-management at interpersonal and societal levels.

- **The context**

Lack of values such as harmony, peace and compassion is perceived in the current social and political context. So it is imperative to reinforce human values and life skills to equip students to face and counter deterioration of values in society.

- **The Practice**

- Inter religious prayer services mark the beginning of every academic year. Value Education through Life Skills course
- Students make presentation on topics of current relevance.
- Celebrate national festivals to foster patriotism and International students Day for Social Integration.
- IQAC conducted a Human Values Development Programme (HVDP) for Faculty of Christian Colleges in India on 17th and 18th of Feb, 2017.

- **Evidence of success**

- Development of a sense of equality in a conflict free campus. Healthier interpersonal relationship with respect for the other gender .
- Creating a welcoming atmosphere for freshers wherein instances of ragging are almost absent. Sense of universal brotherhood and religious harmony.
- Reinforce the willingness to accept social responsibilities and participate in voluntary services.

**Inspired by the life skill course of the college, the All India Association for Christian Higher Education (AIACHE), has published a book entitled “Human Values” which is a useful manual and a benchmark in value education**

File Description	Document
Any additional information	<a href="#">View Document</a>

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

##### **Response:**

The institution periodically reviews the effectiveness of the teaching learning process through feedback from different stakeholders and academic audit; internal and/or external. This forms the basis for the IQAC to identify the gaps in the process and to conduct faculty enrichment activities. The following are two such initiatives facilitated by the IQAC.

- **CAPACITY BUILDING ACTIVITIES**

The teaching profession is challenging, requiring constant training and mental, emotional and spiritual rejuvenation. The IQAC aims to enrich teachers' academic knowledge and pedagogical methods in subject areas, to move towards a skill based curriculum, to differentiate between mechanical and conceptual learning and identify learning gaps by conducting seminars and workshops periodically.

The key aspects envisaged in these activities are,

- Contextual Curriculum design and development.

- Understanding CBCS basics/ Internal Assessment / Summative Assessment and grading
- Recent trends in teaching, learning and evaluation
- Best practices in Higher Education Institutions
- Use of ICT in teaching.
- Encouraging a culture of research.

**Expected outcome:**

- A pedagogy that ensures transition from a traditional lecture- based, instructor-centered learning to a dynamic, and participant –centered, multi- sensory learning format that accelerates learning process.
- Strong emphasis on the need to enhance the curriculum and handle new challenges.
- Enhanced self motivation and willingness to adopt new practices.

- **ONLINE FEEDBACK COLLECTION FROM STUDENTS ON TEACHER EFFICIENCY**

Teacher evaluation by students, as well as other agencies, is a significant input to improve the teaching quality.

Feedback from students is taken annually through an online portal (available across the LAN) to help monitor the teaching and professional development of individual teachers. This is reviewed by IQAC following which the management identifies the areas of improvement in teaching learning progress and necessary measures are sought to be implemented.

File Description	Document
Any additional information	<a href="#">View Document</a>

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year****Response:** 3.4**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	1	3	5

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Institution	<a href="#">View Document</a>

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

##### **Response:**

The faculty members are encouraged to organize and/or attend professional development programmes like seminars/conferences/ workshop/symposia.

Since 2014, after the second cycle of NAAC accreditation, St Philomena's College (Autonomous), Mysore has initiated relevant changes in its academic and administrative process, keeping in mind industry needs and the changing scenario of higher education. The institution was elevated as a “College of Excellence”



by UGC in 2015 and is in tune with the Government's "Skilling India" program to this end, the college has introduced vocational courses and community college programmes. The institution was chosen for component 8 of RUSA 2.0, one among five selected college of Karnataka.

The institution has complied with the recommendations of NAAC team during the second cycle as follows:

Recommendations of NAAC Peer team	Compliance measures taken by the institution
More of PG and M. Phil. Courses be started keeping in view of the local needs and market demands for MCA, MBA.	In view of the current demand and for ensuring <b>optimal utilization of the resources</b> , six new PG programmes have been introduced and preparations are on to widen the courses along with M. Phil. programs.
Develop a strong institution-industry interface and have more collaboration with Corporate and other training institutes to start career focused courses.	To foster a strong institution –industry interface, the college started the BTHM course that can create better career opportunities - both self employment and otherwise. A number of industry partners and hoteliers are involved in the process of curriculum development and ensuring employment.
Improvement of canteen facility considering the international students on campus.	There are two canteens with a wide choice of menu catering to the needs of Indian as well as foreign students.
Faculty must improve skills on ICT and Digital Library in the college.	To ensure better usage of available ICT facilities and those of digital library, faculty members are given frequent training and orientation. Most of the members are familiar with the facility, while the ones who are not well acquainted with it are provided assistance.
Research potentials of the faculty be fully exploited by adequate motivation to the system (seed money be increased) and some more departments could try for Ph.D. centres.	The number of faculty with Ph.D. as their highest qualification and those pursuing doctorate studies has increased from 8 to 24. Five faculty members have received their doctoral degrees during this annual convocation of University of Mysore. Many of them are publishing research articles in peer-reviewed journals and in the online in-house journal – which is multidisciplinary in nature. Recently the college was granted permission to start Ph.D. programmes in four PG departments. This will ensure that quality research is produced and there is an impetus for research publications leading to an increase in the number of doctoral degree holders.
Mysore being an industrial hub, better linkages with industry/service sector for programme support, field exposure and internship for students and consultancy services be established.	Departments are establishing linkages with neighbouring industries, research institutes and service sectors. Departments send their students for short term internships and industrial visits to obtain <b>hands-on-experience</b> ; they also arrange field visits for on-site study.
Mysore being a tourist centre a few courses may be designed in tourism and marketing.	In addition to the regular BTHM degree program, the college has also started a Diploma course in Travel, Tourism and Hospitality Management through Community College. This will give the students better job options. With the local conditions in mind, another Diploma in Bread and Baking Technology is also being offered
Wi-Fi range may be widened with full password protection	There is continuous upgrading of the infrastructure for Information and Technology. The campus is connected across with one network to access internet and intranet. Servers and routers are placed at strategic locations to provide seamless network connections to all classrooms and administrative offices. Most of the classrooms have Wi-Fi enabled ICT facilities. Students and faculty members have access to an electronic database (digital library) which encourages them to use e-learning resources extensively. The college has implemented the biometric system for staff attendance; students enter the campus only after swiping their RF ID cards near the security gate. These RF ID cards also provide information with regard to attendance, IA test marks, room and seat number at the time of examination. CCTV cameras placed in the classrooms and around the campus ensure the security of the students and staff. The college coordinator updates the college website from time to time with all the important notices and invitations for academic, co- curricular and other programmes. The institution keeps pace with current needs and upgrades the internet bandwidth and Wi-Fi connections accordingly

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	2	2

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- Safety and Security**
- Counselling**
- Common Room**

**Response:**

- Gender equity, equality and sensitivity are concepts highlighted in recent times. But the college has been practicing these since its inception. The institution ensures equal opportunities and special facilities for women. There is no discrimination in employment of staff or admission of girl students.
- Special attention is paid towards the safety and security of girl students and staff with 24x7 security and CCTV surveillance. Hostel wardens and security personnel are always available on campus. The whole campus is well lit.
- There are a number of lady staff members who are competent and qualified to provide counseling. As and when the need is felt counseling has been given.
- Exclusive Facilities: The common areas of the campus are meant for both boys and girls. Toilets located in separate comfortable areas, washrooms and a girl students' lounge where privacy is ensured with all the facilities, are in place. Indoor sports and gymnasium facilities with a physical director, who can guide and help out in sports, are also available.
- Extra and co curricular activities: Lady Students are encouraged to take part in inter-collegiate State level and National level programmes. A lady teacher accompanies them. Initiative is taken to give them exposure to different sections of society including slum dwellers and women prisoners.

Awareness on social problems such as HIV/AIDS is raised through programmes involving experts from the respective fields.

- Celebration of International Women's Day, through invited talks, debates and various competitions with the theme of women empowerment re-inforce the commitment to a gender-equal society.
- A **medical examination** every year ensures the presence of a lady doctor whom lady students can consult on health issues. Provisions for sanitary items and a First Aid Kit have been made available on campus. **Hostel facility** for ladies within the campus, under the supervision of a lady staff is available. The characteristic features of the hostel are security, round-the-clock surveillance, well ventilated rooms, nutritious food both vegetarian and non-vegetarian, Wi-Fi facility, recreation and excursion. Lift facility is available both in the college as well as in the hostel.
- A **Women Empowerment Cell** headed by an experienced lady staff extends help to every lady staff member as well as lady students. It empowers women through various activities - organising seminars, workshops, conferences, protest marches and awareness programmes. A **Ladies Staff Room** with adequate amenities creates an exclusive facility for relaxation.

Representation of lady staff is ensured in every committee. Employment opportunities and pay parity is ensured for ladies.

- A **Crèche** with a lady caretaker and clean surroundings ensures that the female staff and students can leave their babies in a secure place. This frees them up to focus on their responsibilities and commitment.

During Life Skills Classes, discussions and debates on women empowerment and the dignity of women in the Indian context, is an effective measure to create awareness and the right mindset among the students.

- **The management has a zero tolerance policy regarding atrocity against women in the campus.**

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 4.12

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

Response: 1843.2

7.1.3.2 Total annual power requirement (in KWH)

Response: 44760

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 9.28

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

Response: 4152

#### 7.1.4.2 Annual lighting power requirement (in KWH)

Response: 44760

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

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

**Response:**

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

One of the biggest challenges of the century is to manage the huge amount of solid waste generated, the world over creating air pollution, soil pollution and water pollution. The most serious of these is the plastic waste in the oceans. The seriousness of it is felt, discussed and debated on the campus.

Our strategy is to create awareness and encourage every individual on campus, responsible and committed to this cause. The two aspects we concentrate on are reducing the waste and converting it into an eco-friendly product.

Measures being followed to reduce solid waste are as follows:

- Creating awareness: The environmental studies syllabus has incorporated the topic, “Negative Impacts of Disposable Goods and Effective Solid Waste Management and Individual Responsibility”.
- Programmes and activities of Nature club are centred around environmental protection involving students in these best practices.
- Reducing the use of paper and using ICT inside the classroom and circulation of study materials and information through mail has considerably reduced paper waste.
- Guests are welcomed with saplings and these saplings are planted on the campus.
- Reusable plates are used for all functions. Even when the number goes beyond 1000, no disposable plates are used.
- RO plants for potable water have been installed in every block to avoid the use of single use plastic water bottles. The waste generated in a campus of 25 acres (and of more than 2000 persons) is comparatively less and is managed effectively.
- Paper waste is recycled in the paper recycling plant and is used to make paper folders and other articles. This considerably reduces plastic folder usage.
- With a good number of trees and plants, there is a huge quantity of plant waste generated which is used to produce vermicompost. This manure helps in growing vegetables in the hostel garden.
- Segregation of waste is done effectively. Whatever cannot be handled within the campus is handed over to the city corporation and to the scrap

dealer.

#### Liquid waste management:

- Judicious use of water is ensured in the campus.
- With 3 hostels and 500 inmates in the campus there is a good quantity of grey water, which is used for maintaining the greenery and vegetable garden.
- Drip irrigation is installed to minimise water wastage. Maintenance of plumbing is taken care of by a full time plumber in the campus, which helps, in minimising water waste.
- Slim flush tanks in the toilets reduce water wastage.
- To check breeding of mosquito larvae small fish (guppies) are introduced into tanks and other water bodies in the campus. Most of the liquid waste except that from the sewage and laboratories is managed and reused.

#### E-Waste Management:

Use of online data transfer reduces the use of CD/DVD, pen drives and other storage devices. To reduce e-waste, individual CPU are not used, instead cloud computing technology and VM ware technology is used to create virtual images of CPU and storage devices. Old computers and monitors are sold as scrap. Old batteries are recycled, recharged or exchanged for better ones.

As far as waste management is concerned Refuse, Reuse, Reduce, Recycle has become our slogan for practice in the campus and for creating awareness among the students. Effective management of e-resources has considerably reduced power consumption.

Our strategy is to create awareness and make every individual in the campus responsible and committed to this cause.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.6 Rain water harvesting structures and utilization in the campus

##### Response:

St. Philomena's college is sensitive to the water shortage and its impact on all the life forms and environment felt all over the world. The institution takes the lead to set an example and help in reverse the social and ecological impact by conserving and preserving the precious water resources. Rain water harvesting is an effective measure in conservation of water.

Our strategy is to create awareness and make every individual in the campus responsible and committed to this cause.

Rain water from the roof top of the science block is collected into a sump tank of 1, 20,290 litres capacity. Water collected from the admin block recharges a bore well. The PG block has a separate tank for collecting rainwater (1, 56,540 litres). In total, storage of rainwater harvested amounts to 2,76,000 litres of water- equivalent to eight and half years of water use by a single person, using 90 litres per day or water used by close to 800 persons for a year. Major portion of the water requirement in the campus is met by the bore wells.

The campus has 4 bore wells out of which one is recharged by rain water collected from the admin block. Generally the bore well water is hard water containing higher percentage of dissolved salts, calcium and magnesium which cannot be used directly in the laboratories. The rain water harvested is used in the laboratories after distillation and directly for cleaning purpose. Rain water collected is also used to reduce chemical contents in the grey water from the hostels.

Outdoor water use often drives peak water demands and requires the utilization of marginal water sources with greater energy intensities. Reducing outdoor irrigation-especially during summer months-has resulted in “upstream” energy savings by reducing water consumption from the most energy-intensive supplies and by avoiding the need to develop additional supplies.

The college campus gets some amount of water from the municipal water supply. The percentage of municipal water used is very less compared to the bore well water use. The ground water is replenished by the trees and the green landscape. This has a positive impact during the rainy season causing water percolation in the soil.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.7 Green Practices

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

#### Response:

The landscape with its rich biodiversity is one of the hallmarks of the campus. The sprawling 25 acres of land has open spaces between the **Heritage buildings and tall trees**. These pristine surroundings which are most conducive for learning was put in place by the founding fathers 73 years back. The greenery is maintained and preserved with the consistent efforts of everyone who has had the privilege of being part of this legacy. The responsibility of the present generation is to retain what has been inherited, the rich flora and fauna and the heritage buildings and update the infrastructure with vertical growth.

The classrooms with **high ceilings and cross-ventilation** ensure natural cooling and light, reducing the energy consumption.

Every block is provided with an **RO facility for potable water**. The waste water from the RO plants is effectively used for gardening. **Solar energy** is harnessed and used for lighting the campus.

The whole campus has been declared a non-smoking zone.

Trees in the campus mitigate the negative impact of noise and air pollution. **Lichens on the trees**, presence of **frogs** and **butterflies** indicate the environmental quality.

**Rainwater harvesting** and **recharging bore wells** with rainwater have helped in retaining the green campus and saving precious water resource.

**Waste management** is done effectively; reducing the waste is given priority.

**Usage of disposable materials** such as single use plastics is restricted.

Use of paper is minimum with **e-resource** and **e-Learning** being practiced.

The **paper recycling plant** converts the paper waste into useful products like **paper folders**.

**Wood waste** generated is put into use for **steam cooking** in the hostel kitchen saving on gas and electricity.

**Biodegradable waste** is converted into **vermicompost** and used for **vegetable cultivation** in the campus along with the **grey water** from the hostels.

There is an effective system in place to handle **solid waste**, **liquid waste** and **e-waste** separately, contributing to **Swachh Bharat mission**.

There is a **Greenhouse** with **indigenous** and **exotic plants**, a garden with **medicinal plants** and **plant propagation unit**.

A **lizard house** for research purpose and the **Butterfly Park** facilitate conservation of biodiversity of the campus and serve as a **live museum** for the students.

**Nature Club** members consist of **teachers** and **students** who have interest and aptitude, are involved throughout the year creating awareness as well as organising activities for preserving the environment.

**NSS** and **NCC** students involve themselves in “**SWACHH PHILOS**” programs.





Practice of welcoming the guests with **saplings** and giving out plants as **souvenirs** is followed for the various college functions

**Environmental Protection Day** is celebrated with **awareness** programs. Awareness is created in the **classroom** and **activities** are organised to sustain the **clean green campus**.

#### Public Transport details:

The following table shows the number of students using public transport:

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Students	41	113	130	146	180	207

Few students use bicycles and many walk to the college.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.72	5.06	1.91	2.43	2.08

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	0	1	1

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**

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

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	3	2	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

The college was established a year before Indian independence which speaks volumes about the vision and mission of St. Philomena's college and its national interest. The founding fathers of the college were thinking in tune with the founding fathers of independent India. The uppermost concern was contributing to nation building and to empower the young people through education.

Since the college's inception, recalling the contributions of our national leaders, the pioneers of democratic India has been part and parcel of our functioning in the campus. Highlighting the exemplary lives of national leaders and the values they practised and promulgated are helpful in motivating the young people and instilling patriotism. The institution never misses an anniversary or an opportunity and organises various programmes to pay due respect to national leaders, educationalists and all those who have contributed to our nation building.



The pride of our scientific community Dr. C V Raman's contribution are highlighted as National Science Day on 28th Feb



Every year August 15th is celebrated with invited talks to recall the contributions and sacrifices made by our freedom fighters.



The Republic Day every year is another such occasion to commemorate the day on which India became a democratic republic nation. Patriotic programmes are conducted to highlight the sacrifice and struggle of our leaders who fought for freedom.





15th Oct the Birthday of Dr. A.P.J Abdul Kalam, The Missile Man of India is celebrated in the campus remembering his contribution to the nation.



Kannada Rajyothsava is a unique occasion wherein even foreign students take part with enthusiasm and we proud Kannadigas show case our rich cultural inheritance.





The ethos of St. Philomena's campus is secular in letter and spirit and promulgates human values by creating a receptive mind set in the young people to respect and accept diversity On Jan 30th, Martyr's Day is observed to remember the Father of the nation and the sacrifices of our freedom fighters.

Dr. Radhakrishnan's Birthday on 5th Sept is celebrated as teacher's day in the campus and the commitment and integrity associated with the teaching profession is highlighted.



In addition, classes on the Indian constitution highlight the valuable contribution of great Indian personalities to the nation.

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

**Response:**

The Finance Committee and the Governing Body monitor and ensure transparency in financial matters.

The institution conducts internal and external financial audits regularly. The Accounts Section has been upgraded with Tally software to maintain accounts and the supporting staff does the primary accounting. The head accountant scrutinizes and verifies the financial data which is endorsed by the Principal. It is verified for accuracy by an external, qualified Chartered Accountant. At the end of every financial year, external auditing is done and the certified annual financial statement is placed before the Finance Committee and Governing Body for approval. It is later sent to the college management and to the authorities in the Department of Collegiate Education, Government of Karnataka. Auditing of grants received from UGC and other funding agencies is done after the completion of the specified period by a qualified external Chartered Accountant and the utilization certificate with income and expenditure statement is sent to the respective funding agencies. The auditors of the state government, from the Department of Education and the office of the Accounts General, periodically inspect all files relating to the financial matters. The head accountant in the college keeps a record of the daily financial transactions on behalf of the Management. The Management has appointed M/s. Hariharan & Co. and M/s. K.K. Nair & Co. as the Internal Auditors. The audited accounts are checked by Regional Director's Office and The Accounts General's Office regarding the funds and grants received from the Government

The Academic Council and Governing Body monitor and ensure transparency in academic matters.

At the beginning of the academic year, the institution prepares the calendar with the various academic activities and internal assessment procedures in place. The institution plans the academic activities in tandem with the academic calendar. During the orientation programme, held at the beginning of every year, students are informed about the Internal Assessment components and their importance. Assessment occurs with prior information to the students. They are informed about their scores and they can meet the concerned teacher and discuss their doubts. During parent teacher meetings the performance of the ward is shown to the parents. At the end of the semester students will see the final consolidated IA marks scored and affix their signature to the record. Each student will do an online evaluation of all the teachers who taught him/her during that semester.

Transparency in administration is achieved through the decentralization of administrative practices. The college council headed by the Principal decides activities as per the academic calendar and the same are presented at the staff meeting for the approval of the teachers. Students are involved in decision making when various programmes and activities are organised. A team from the University of Mysore, the parent University of the college, annually visits the college under the chairmanship of the Vice Chancellor and reviews the functioning of the academic autonomy in place. The college management conducts academic and administrative auditing through external bodies once in two years.

## 7.2 Best Practices

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

#### Response:

#### PRACTICE 1

#### Unity in diversity- a living reality

#### Objectives

In a globalised world with fading borders, the diversity in St. Philomena's campus consists of students from around 30 countries and 20 states of India on an average.

- To formulate an effective strategy, given the cultural, religious and linguistic diversity on campus, to create a conducive atmosphere for students to overcome various barriers.
- To provide an **appropriate platform** and to mould a mindset for harmonious co-existence, interaction with mutual respect, learning and working together to become competent global citizen.
- To weave a rich tapestry of many colours each representing a strand of the student community, put together to form a harmonious portrait reflecting the student fraternity.
- To set a **benchmark** on 'unity in diversity' for other institutions.

#### Context



The diverse nature of our student population needs sensitive handling of issues.

The world scenario and social conditions prevailing in the country and its negative impacts felt in the educational campus have to be addressed.

The student community in St. Philomena's College consists of youngsters from urban and rural areas as well as from varied socio-economic, religious, cultural and linguistic backgrounds.

### Practice

Aligning with the objectives of melding all sections of the student community, steps have been implemented by the visionary approach of the institution. The management and faculty in the campus are impartial in their dealings with the students. This is evident from the admission policy of the students and in the appointments of staff.

The student community is welcomed into the campus with a weeklong orientation **programme**, which encompasses all the aspects required for their smooth acclimatization. The programme includes a multi-religious prayer service, ice breaking sessions, talks and discussions on human values and all-round total personality development. The students are also familiarised with the facilities and the systems on the campus.



The **academic programme** with specific **internal assessment** carried through group assignments ensures better interactive skills, team building and leadership qualities. The motive is to groom graduates into effective leaders in their respective field and responsible citizens, imbued with human values. The college has introduced a **Life Skills course** (soft skill development) with topics like advantages of diversity in the prevailing social scenario. This is an interactive programme where the students are encouraged to express their individual perspective on various issues, debate and discuss to form the right values and mindset. These motivational classes are engaged by competent persons with experience and exposure. Classroom discussions on social issues have helped in bridging the gap between the different perspectives of the diverse group of students.





The college has a mentoring system, with 20-25 students assigned to every teacher. They develop an ecosystem of trust and openness to sharing the challenges faced academically and personally. Mentoring and personal rapport with the teachers help the students psychologically as well as in academics.

Participation in various extracurricular activities helps the students to develop creativity and an attitude of team building. The college encourages active participation in celebrations of National festivals, Ethnic day,











and various competitions organised, to create a platform for everyone to work together and respect differences. Involving the students in the activities of various Clubs such as the literary club, Dramatic club, and Nature club teaches them to work as a team. To foster healthy interaction, mutual respect and gender equality, International Women's Day is celebrated involving students and faculty. Using sports as a medium with various events and competitions, the college encourages team spirit and nurture sporting potential. Given its rich diversity, the college has provided everyone with an environment and a platform to retain their identity and be part of the Philomena family.

Every year during the month of December, “**Family Day**” is organized along with Christmas celebrations. The management and employees, with their family members come together to share a meal and receive a gift. This unique event is a part of our tradition where some alumni also take part.

### Evidence of Success

Harmonious co-existence, the hallmark of St. Philomena's College, has been appreciated by various visiting dignitaries and acknowledged by parents and students alike. Our best practices ensure unity in diversity that is evident in the campus, where the management, teachers, support staff all work together. Students from different backgrounds feel at home and live harmoniously and build strong communities. The interactive life skills sessions help students to foster a broad appreciation for human values and to acquire a common set of intellectual, physical, and aesthetic experiences. The mentoring programme of the college has helped the teachers and students build a strong bond enabling students to achieve their best in academic and personal life. Celebrating National festivals, North-East Students' Day, International Students' Day brings about a sense of oneness and unity among the student community. The “Family Day” makes every employee feel a sense of belonging to the institution. This is a testimony to the unity in diversity on campus on a day-to-day basis.

Many of the foreign students and those from other states learn to interact in Hindi and Kannada. A Nigerian student, Ado Abdul, took part in a Kannada reality singing show and won accolades and appreciation. By virtue of being a part of multi-cultural, religious, linguistic milieu, the students appreciate the richness and value of diversity.

### **Problems encountered and resources required**

The diversity of students coming from various socio-economic, religious, cultural, ethical and linguistic background demands enormous time and effort for the college to mould them into one harmonious unit. Students who come from disturbed family backgrounds, turbulent political and social situations and those with different psychological needs require special personal attention and a conducive environment. The management and the competent faculty have ensured that a system and an atmosphere are in place to take care of this aspect.

Some students from orthodox background experience a culture shock and those from foreign countries and rural areas have communication problems initially. Proper guidance and counselling along with English coaching classes are given till they get acclimatized to the new environment and feel comfortable with communication.

Teachers speak to the students in the vernacular language and boost their confidence at the beginning of the academic year. Guest lectures and seminars organized by the Sociology, Social Work and Psychology Departments have addressed these difficulties and helped the students to become confident and competent.

### **PRACTICE 2**

#### **Clean and green campus**





### Objectives:

- To create sensitivity and responsibility towards nature among the young and to adopt life style changes contributing to the protection of the environment.
- To contribute our mite to Swachh Bharath, an ambitious project of new India.
- To put in measures to face the challenges caused by environmental degradation and waste generation. To review our environmental policy and how it impacts the campus.
- To ensure that development and expansion of infrastructure takes place with minimum impact on the greenery and retaining the open space.

### Context:

The depletion of natural resources and the huge quantity of solid waste generated and its impact on the environment is a serious challenge faced by people all over the world.

The present generation of Philomenites has inherited a pristine campus with a good number of trees and heritage buildings. To preserve this sprawling 25 acre campus and its ambience requires consistent and sustained effort.



Modern life style with flagrant use of disposable items and plastic goods generate unmanageable amounts of solid waste. Consumerism is also adding to the deterioration of environment.

**Practice:**

**Water** being a precious resource, effective management and judicious use of it is very important. Rain water harvesting,

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, recharging of bore-wells,



protecting the greenery and mulching to retain the moisture content in the soil are some of the measures in place to reduce the depletion of ground water in the campus. The practice of drip irrigation has helped in conservation of water, a precious natural resource.





Energy saving: Buildings are planned and constructed with high-ceilings, cross ventilation and open spaces in between. This ensures natural cooling, fresh air and sun-light during the day. Solar lights have been installed to light up the campus at night reducing the electricity consumption required on the vast campus. PG Block roof is planned and built with provision for installation of 100KW solar panels.







**Reducing Solid waste:** Instead of disposable plates reusable ones are used on campus. RO plants have been installed in every block to reduce single-use plastic bottles. Guests are welcomed with saplings instead of bouquets.















Awareness is created among students and teachers, by organizing activities to make sure the **4R's** are practiced in life. **Refuse** to use things which are harmful for environment, **Reduce** the use as "the more you use the more you pollute", **Reuse** as much as possible and segregate the waste to make sure things can be **Recycled** wherever possible.

Paper re-cycling, compost making, and steam-cooking are all part of the sustainable practices



followed on campus to convert waste in to useful products.









**Planting of saplings** on various occasions has enriched the greenery of the campus which is higher than the national green coverage. Especially on World Environment Day, mass planting of saplings is undertaken.







In April 2015, an International Conference was organized with the theme “Climate Change - Inconvenient Truths - Status and Way Forward”. The pre- conference events included inter-college competitions with the objective of conscientising the young people towards safeguarding nature and resources. The whole year the activities in the college both curricular and co-curricular were centered around this theme.

On March 6th 2017, a Model United Nations (MUN) Conference was organized to highlight the environmental challenges faced by various countries and put forward feasible measures to mitigate the negative impact.





Another MUN conference conducted on December 17 2018, focused on tackling pollutants and strengthening standards and laws.

Competitions and debates are organized by various departments, highlighting environmental issues and getting the young people to be partners in problem- solving mechanisms.

#### Evidence of success

- The **clean green ambience** of the college bears witness to the fulfillment of our objectives and continuing efforts. The follow-up programmes organized in the form of 3 MUN's with environment as the theme.
- Use of plastics and disposable goods and **solid waste generation** on campus has been **reduced** considerably. Waste generated is re-cycled and reused in an effective manner.
- The syllabus for Environmental Studies is updated, incorporating relevant topics like impact of disposable goods and consumerism.

#### Problems encountered:

In spite of extensive debate in electronic and social media on environmental issues, there is a general indifference and lack of commitment. This is a hindrance in

implementing any programme to protect the environment effectively. The need for infrastructural development that comes with expansion is a challenge in maintaining the green ambience and retaining the open space of the campus.

The campus is spread over 25 acres and requires lot of human resource to maintain and preserve the landscape. This involves huge financial input. Water requirement necessary to keep the campus green is another constraint which the management overcomes through rain water harvesting and the use of grey water.

The present generation is so used to plastic and disposable goods that it is challenging to convince them to adopt life-style changes in favour of the environment.

#### Perspective plans:

By 2023, the college intends to

- Have a zero waste campus.
- Harness solar energy to conserve conventional energy.
- Cultivate Azolla for use as biofertilizer and cattle feed.
- Establish a plant for converting plastic waste into fuel.
- Have a centralized e-waste collection point.

## 7.3 Institutional Distinctiveness

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

#### Response:

St. Philomena's college, a temple of learning is not just another higher education institution in the Royal city of Mysore, instead a unique one, distinct in its vision and mission.



The vision is realized by adapting to the present realities and challenges, imparting value based education, contributing to nation building.

**The Administration and management** is distinguished by transparency and participative management. Decisions are taken after due deliberations by the committees on academic and administrative matters. Priority is given to the primary stakeholders, the students and their parents. Staff are appointed keeping in mind competence, aptitude and merit, resulting in considerable diversity.

**Academic programmes** are innovative, far-sighted and relevant to current needs. Since gaining autonomy, the schedule for the academic calendar is prepared which aids the stakeholders to plan for the year. New courses and subjects are introduced catering to the requirements of higher education and the aptitude of the students, offering them ample choice. In tune with 'Skilling India', the college is offering B. Voc. courses in Media & Entertainment and Healthcare Technology.

Apart from innovations both in substance and delivery of subjects, special care is taken to develop soft skills. **Life Skills classes**, an interactive programme empower the students to face challenges in life. It is a paradigm shift in educating the youth.

**Inclusive and Pro-poor admission policy** of the management ensures social justice. A considerable fee concession is offered to the needy. Concerted efforts have been made to educate academically poor and socio-economically backward young people irrespective of their religious affiliations. Rural students provided with hostel facilities at nominal fees has resulted in many girl students getting educated and empowered. Underprivileged and meritorious students are awarded scholarships.

**Diversity on campus:** At any given point of time, the institution has students from around 30 countries and 20 states of India on an average. These include students from some of the extremely poor, backward and war torn countries as well as from developed countries, islanders from Papua New Guinea and the Maldives. Indian students who are in the majority are drawn from diverse economic, academic and social backgrounds. The students merge and integrate resulting in a rich diversity of ethnicities and culture. In a conflict-free peaceful atmosphere, teachers enjoy working and parents are relaxed and confident. The International Students' Day and North-East Students' Day are occasions for special cultural extravaganza which create a sense of belonging and pride. Hence **Unity in diversity** is not something to merely search for, it is reflected and lived on campus.

- ♦ The institution has a **MoU** for student exchange on credit transfer basis with **University of Lyon 2**, France. The French students are encouraged to integrate with our students and improve their proficiency in the English language. The college also has MoUs for academics and research with Daffodil University, Dhaka, The Sustainability Platform (Asia) and industrial partners to enhance employability.

**The Ambience and infra-structure** are well planned and maintained on the sprawling campus of 25 acres which is under CCTV surveillance. Pollution and carbon footprint are mitigated with a good number of trees.

In keeping with the heritage city tag of Mysore, the **heritage structures** in the campus are maintained and preserved in spite of infrastructure expansion.

**Spacious and secure hostel facilities** provide a *home away from home*. Special facilities for international students to prepare their own food makes them feel at home.

**A Well ventilated library** welcomes everyone with a collection of national and local dailies. It has a UGC Resource Centre with internet facility, e-books, connectivity to OPAC and INFLIBNET, and good collection of rare and valuable books, journals and magazines.

ICT enabled classrooms, museums with a rich collection of rare specimens and models, laboratories with state of the art facilities are available to students and teachers. Individual departments have been provided with digital platforms and intercom.

The college has vast sports grounds, outdoor and indoor stadiums and a multi gym with a professional trainer.





**Multi-faceted internal assessment methodology:** Project work, presentation, writing exercise and seminar demand extra reading beyond classroom learning. Regular national and international seminars, conferences and workshops organized by the departments provide opportunities to present papers build leadership qualities and improve communication skills.

**Extra-curricular activities** keep the teachers and students involved throughout helping in character building which is one of our mission statements.

**The Extension Activities** impart a social dimension to higher education through programmes on environmental awareness, yoga, and women's empowerment, popularizing pure science in PU College and Government schools, cleanliness drives and blood donation camps. Off-campus programmes of the NSS, BSW and MSW have made education at St. Philomena's distinct and socially relevant.

**The Alumni Association (OSA), formed in 1951, is one of the oldest in Mysore city.** The members spread all over the world are goodwill ambassadors of the college. The Executive Committee of the OSA meets regularly and strengthens the bonding. It supports the alma-mater by motivating the younger generation.

**College of Excellence:** In recognition of its contribution to education and society, UGC elevated the college from a '*College with Potential for Excellence*' to a '*College of Excellence*' in 2015.

Recently the University of Mysore granted the college permission to establish a **Research Centre**.

Under the '**Paramarsh Scheme**', the UGC has recognized the college as a **Mentor Institution** to facilitate five neighboring NAAC-aspiring institutions.

All the above features give St. Philomena's college its distinctiveness and help the Philomenites who can hold their own in the world and change the society in tangible ways. Bearing witness to this distinctiveness, are the generations of young scholars, the alumni, who have passed through the portals of this institution in its 73 years of service to education and the nation.

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## 5. CONCLUSION

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### Additional Information :

In response to the growing nationwide demand for networking in education, St. Philomena's College has set up an effective collaborative arrangement with other institutions, both national and international. By virtue of being a member of the Xavier Board of Higher Education (XB) and the All India Association for Christian Education (AIACHE), the college receives regular updates on the latest policy discourses relating to education from the Ministry of Human Resource Development (MHRD), the UGC and other premier government agencies.

The XB and AIACHE are dedicated to social justice and to making every effort to ensure that college education becomes a level playing field.

The college is committed to a system that works towards a more equitable arrangement for all and resonates with the more fundamental aims of education enshrined in the Constitution of India.

Students and faculty members have access to programmes conducted by XB and AIACHE and the member colleges.

Teachers' exchange programmes and visits to observe Best Practices of member institutions across the country are of mutual benefit to these institutions and the student community stands to benefit.

Looking beyond our shores, the college expands its network through the **International Federation of Catholic Universities' (IFCU)**, an organization of over 200 prestigious universities overseas. The IFCU helps students find courses abroad in new and dynamic fields such as Wildlife Conservation Biology and Neurosciences.

### Concluding Remarks :

*The sweat and toil of the extraordinary human beings who laid the foundations for St. Philomena's is scattered over the pages of the college's illustrious history. Also woven into this story are the strenuous efforts of the men and women who have selflessly kept the wheels of progress turning for seven decades.*

*Throughout her fledgling years, the college's future was shaped by teachers of outstanding calibre. The list includes the names of Gopalakrishna Adiga, doyen of the modern movement in Kannada poetry, Dr. U.R. Rao, the renowned space scientist and former ISRO Chairman and a host of pioneering Principals and teachers.*

*Today, as the college races past the milestones on its eventful journey, it takes pride in this legacy, even as it keeps pace with the times proactively, incorporating change as a continuing process. The institution has recently been shortlisted under Component 8 of RUSA of MHRD. A growth trajectory is now envisaged where St. Philomena's becomes a degree awarding institution and a blueprint has been prepared accordingly.*

*The college's curriculum and co-curricular activities help to build the right temperament for pursuing scholastic excellence. Students have distinguished themselves in every field of human endeavour - as educationists, scientists, doctors, artists, bureaucrats and soldiers, all of whom have carried forward the torch lit by their alma mater.*

*The laurels they have won are too numerous to be listed here. A small sample would include the **Sahitya Akademi Award** for contemporary English and Malayalam writer, **Paul Zacharia** and, most exceptionally, **the Indian Air Force's only posthumously-awarded Mahavir Chakra** for **Sqn. Ldr. A. B. Devayya**, shot down over enemy territory in the 1965 war with Pakistan.*

*The college has always stood for inclusive and humanistic values defined explicitly in the context of India's social and political development. The rousing call of its motto, **Love through Knowledge**, assumes new dimensions in the context of a globally networked society. Through constant innovation and by encouraging the contributions of every stakeholder, St. Philomena's College continues to direct all its efforts towards empowering students to be active and ethical participants in society.*

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## 6 ANNEXURE

### 1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last 5 years Answer before DVV Verification : 35 Answer after DVV Verification: 57</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1380</td><td>1213</td><td>1288</td><td>915</td><td>687</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1379</td><td>1213</td><td>1288</td><td>914</td><td>687</td></tr></table> <p>Remark : Certificates of students enrolled in value-added courses for 2014-15 and 2017-18 not provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1380	1213	1288	915	687	2017-18	2016-17	2015-16	2014-15	2013-14	1379	1213	1288	914	687
2017-18	2016-17	2015-16	2014-15	2013-14																	
1380	1213	1288	915	687																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1379	1213	1288	914	687																	
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2071</td><td>2081</td><td>2021</td><td>1811</td><td>1451</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2071</td><td>2081</td><td>2021</td><td>1811</td><td>1451</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	2071	2081	2021	1811	1451	2017-18	2016-17	2015-16	2014-15	2013-14	2071	2081	2021	1811	1451
2017-18	2016-17	2015-16	2014-15	2013-14																	
2071	2081	2021	1811	1451																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2071	2081	2021	1811	1451																	
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 111 Answer after DVV Verification: 85</p>																				



2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>24</td><td>17</td><td>14</td><td>12</td><td>08</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>20</td><td>17</td><td>14</td><td>12</td><td>08</td></tr></table> <p>Remark : DVV made the changes as per clarification that Fr.Oswald Crasta, . Fr.Alfred John Menezes, Mr. John Siluvai and Ms. Dorin D'Souza are deleted from Ph. D list names of 2017-18.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	24	17	14	12	08	2017-18	2016-17	2015-16	2014-15	2013-14	20	17	14	12	08
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	17	14	12	08																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	17	14	12	08																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>09</td><td>06</td><td>09</td><td>09</td><td>09</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>09</td><td>05</td><td>07</td><td>06</td><td>08</td></tr></table> <p>Remark : DVV made the changes as per clarification provided by HEI that the names of these teachers -1. Sr. Sincy 2. Mr.Jino V, Jose, 3. Fr. Tenny Kurian and 4.Mr. John Siluvai deleted from list of other states.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	09	06	09	09	09	2017-18	2016-17	2015-16	2014-15	2013-14	09	05	07	06	08
2017-18	2016-17	2015-16	2014-15	2013-14																	
09	06	09	09	09																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
09	05	07	06	08																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>25</td><td>28</td><td>31</td><td>34</td><td>20</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	25	28	31	34	20	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
25	28	31	34	20																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

47	41	60	66	37
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Remark : DVV made the changes as per average of days from the date of last semester-end/ year-end examination till the declaration of results provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	9.8	3.2	9.67	9.91

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	9.8	3.2	9.17	9.91

3.2.3 Percentage of teachers recognised as research guides

**3.2.3.1 Number of teachers recognised as research guides**

Answer before DVV Verification : 8

Answer after DVV Verification: 1

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

Answer before DVV Verification : 185

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

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

Answer before DVV Verification : 13

Answer after DVV Verification: 12

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
48	28	37	42	33

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46	14	35	36	32

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
760	720	1654	680	125

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
400	720	1654	680	125

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
91	31	9	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
56	18	6	0	0

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

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

421.51	272.82	199.39	261.96	138.13
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
421.11	272.82	199.39	261.96	138.13

4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 25682 Answer after DVV Verification: 80</p> <p>Remark : DVV has made the changes as per average of students and teachers using library per day on 07/08/2017, 5/9/2017, 10/10/2017, 13/11/2017 and 12/12/2017 in provided log book.</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>449.10</td><td>455.67</td><td>350.56</td><td>365.91</td><td>240.76</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>445.76</td><td>455.67</td><td>350.56</td><td>365.91</td><td>240.76</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	449.10	455.67	350.56	365.91	240.76	2017-18	2016-17	2015-16	2014-15	2013-14	445.76	455.67	350.56	365.91	240.76
2017-18	2016-17	2015-16	2014-15	2013-14																	
449.10	455.67	350.56	365.91	240.76																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
445.76	455.67	350.56	365.91	240.76																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>539</td><td>328</td><td>309</td><td>325</td><td>1226</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>539</td><td>328</td><td>309</td><td>325</td><td>1226</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	539	328	309	325	1226	2017-18	2016-17	2015-16	2014-15	2013-14	539	328	309	325	1226
2017-18	2016-17	2015-16	2014-15	2013-14																	
539	328	309	325	1226																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
539	328	309	325	1226																	

5.1.4	<p>Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>308</td><td>41</td><td>68</td><td>53</td><td>223</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>277</td><td>41</td><td>68</td><td>53</td><td>223</td></tr></table> <p>Remark : DVV has made the changes as per provided list of students benefited by CSR by Barclays Online Training for Job readiness, HOSTED: Infosys Training For Other College Students, International Institute of Language and Technology (IILT) on ” Soft Skills Development Training”, Taj Hotels and Awareness of various competitive exams for MBA like GMAT, GRE, TOFEL &amp; IELTS by Career launcher by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	308	41	68	53	223	2017-18	2016-17	2015-16	2014-15	2013-14	277	41	68	53	223
2017-18	2016-17	2015-16	2014-15	2013-14																	
308	41	68	53	223																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
277	41	68	53	223																	
5.1.5	<p>Average percentage of students benefited by Vocational Education and Training (VET) during the last five years</p> <p>5.1.5.1. Number of students attending VET year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>25</td><td>37</td><td>30</td><td>13</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>25</td><td>37</td><td>30</td><td>14</td><td>0</td></tr></table> <p>Remark : DVV has made the changes as per provided list of students attending COMMUNITY COLLEGE :DMLT in 2014-15 by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	25	37	30	13	0	2017-18	2016-17	2015-16	2014-15	2013-14	25	37	30	14	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
25	37	30	13	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
25	37	30	14	0																	
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education</p> <p>Answer before DVV Verification : 166</p> <p>Answer after DVV Verification: 163</p>																				
5.3.3	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p>																				



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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
47	51	58	53	46

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
47	49	56	51	46

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

Answer before DVV Verification : 2 Lakhs - 5 Lakhs

Answer After DVV Verification: <2 Lakhs

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
38	12	4	19	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
33	12	3	15	8

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	4	5	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	7	5	4	6

6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>5</td><td>3</td><td>1</td><td>5</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>3</td><td>5</td><td>1</td><td>3</td><td>5</td></tr></table> <p>Remark : DVV has made the changes as per provided report of quality initiatives by IQAC.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	5	3	1	5	3	2017-18	2016-17	2015-16	2014-15	2013-14	3	5	1	3	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	3	1	5	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	5	1	3	5																	
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>3</td><td>3</td><td>2</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>2</td><td>3</td><td>2</td><td>2</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	3	3	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	3	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	3	3	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	3	2	2																	
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1.72</td><td>5.06</td><td>1.91</td><td>2.4</td><td>2.09</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1.72</td><td>5.06</td><td>1.91</td><td>2.43</td><td>2.08</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1.72	5.06	1.91	2.4	2.09	2017-18	2016-17	2015-16	2014-15	2013-14	1.72	5.06	1.91	2.43	2.08
2017-18	2016-17	2015-16	2014-15	2013-14																	
1.72	5.06	1.91	2.4	2.09																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1.72	5.06	1.91	2.43	2.08																	

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <p>1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify)</p> <p>Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: C. At least 4 of the above Remark : The supporting document pertaining to restroom incorrect, hence DVV changed the input accordingly.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>8</td><td>1</td><td>2</td><td>4</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>0</td><td>1</td><td>1</td><td>1</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	1	2	4	2	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	1	2	4	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	1	1	1																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>8</td><td>1</td><td>2</td><td>4</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>5</td><td>1</td><td>0</td><td>1</td><td>1</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	1	2	4	2	2017-18	2016-17	2015-16	2014-15	2013-14	5	1	0	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	1	2	4	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	1	0	1	1																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p>																				

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	2	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	3	2	0

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1956</td><td>1814</td><td>1618</td><td>1624</td><td>1572</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1936</td><td>1800</td><td>1755</td><td>1620</td><td>1574</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	1956	1814	1618	1624	1572	2017-18	2016-17	2015-16	2014-15	2013-14	1936	1800	1755	1620	1574
2017-18	2016-17	2015-16	2014-15	2013-14																	
1956	1814	1618	1624	1572																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1936	1800	1755	1620	1574																	